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— IN —

English Grammar

— BY —

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GRAMMAR MADE BRIEF BY THE OMISSION
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PRACTICAL LESSONS

— IN —

ENGLISH GRAMMAR:

BEING

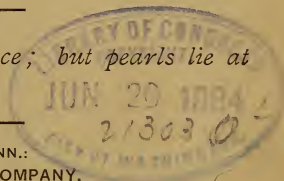
A COMPLETE PRACTICAL, ANALYTICAL, AND SYN-
THETICAL TREATISE ON THE ENGLISH LAN-
GUAGE FOR THE USE OF SCHOOLS.

— B —

CLARENCE R. HENDRICKSON.

*Straws float upon the surface; but pearls lie at
the bottom.*

CHATTANOOGA, TENN.:
THE TIMES PRINTING COMPANY.
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Entered, according to Act of Congress, in the year 1883,
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TO MY PARENTS,
THE REV. JOHN T. AND LYDIA A. HENDRICKSON,
THIS
TREATISE ON ENGLISH GRAMMAR
IS
AFFECTIONATELY DEDICATED
BY THE AUTHOR.

IT IS OFFERED AS A TOKEN OF HIS GRATEFUL APPRECIATION OF
THEIR KINDNESS TO HIM DURING THE PREPARATION
OF THIS VOLUME.

PREFACE.

To the practical teacher of English Grammar no apology is needed for presenting a new text book in that much contested field; the writer of this new candidate for popular favor will therefore offer no apology for the present performance.

Grammar has hitherto been a very difficult study, and to students whose taste demands a reasonable degree of certainty, it has been very uninviting, unsatisfactory and even unprofitable, for a mass of crude, conflicting statements has been placed before him which served only to perplex him.

It is here sought to make it easy by combining theory with practice. The fundamental principle by which the subject has been developed is that no theory of grammar is true that is not of practical utility. The principal aims of the author in writing this book have been: First, to furnish the student a properly digested system of syntactical rules by which he may be able to discriminate grammatical from ungrammatical sentences; and, Secondly, to give him such exercises in construction and analysis as shall enable him to interpret the correct import of sentences.

While most authors have been remarkably full, and sometimes even redundant upon the second of these points, yet a very large majority have been lamentably deficient upon the first. Their Rules of Syntax amount to nothing more than an enumeration of the different uses of the different parts of speech and a few principles of agreement which have already been presented in Etymology, and which no student with five grains of common sense could fail to understand.

The only real Syntax to be found in their books is the few remarks presented under the "Rules of Syntax," and these are so few in number and generally so badly expressed that when a student has mastered them he knows nothing of English Grammar.

The author has endeavored to make this treatise a complete Grammar of the English Language; so that those pupils who shall master this work will be enabled to express their thoughts correctly, forcibly, clearly, and elegantly—in short will be able to command the English language.

In offering this Grammar to the public the author begs leave to refer to the work itself as the best exponent of his system, and he ventures to indulge the hope that he has succeeded in presenting the recognized principles of English Grammar in a form that will commend itself to the unbiased judgment of the practical teacher.

The author acknowledges with pleasure that he has received valuable aid from Quackenbos's English Grammar and Brown's Grammar of English Grammars.

In conclusion it only remains for him to unreservedly commit his work to the decision of a generous public, before whom it must stand or fall.

RUSSELLVILLE, ARK., March 17th, 1884.



GRAMMAR MADE BRIEF BY THE OMISSION OF SUPERFLUITIES

INTRODUCTION.

Definition :—Language is any series of sounds or letters formed into words and employed for the expression of thoughts.

Definition :—Grammar is the science which teaches how to speak and write a language correctly.

Principle :—Grammar is divided into four parts: Orthography, Etymology, Syntax and Prosody.

Definition :—Orthography teaches how to pronounce and spell words correctly.

Remark :—This division of Grammar is not taught in this book as it can only be learned from spelling books and dictionaries.

Definition :—Etymology treats of the classification and modifications of words.

Definition :—Syntax treats of the correct construction of sentences.

Remark :—These divisions of grammar are taught in sections I, II and III of this book.

Definition :—Prosody treats of the laws of versification.

Remark :—This division of grammar is taught in section IV of this book.

Definition :—A Definition is such a description of a thing or class of things as distinguishes it from everything else.

Definition :—A Rule of Grammar is some law, the obedience to which will lead to the right use of language.

Definition :—A Model is some performance which illustrates the manner in which a thing should be done.

Definition :—An Exercise is some performance required of the learner in order to test his knowledge and bring his skill into practice.

Definition :—A Principle is something granted as a fundamental truth.

Definition :—Analysis is the separation of the whole into its elements.

Definition :—Parsing is the explanation of related words according to the definitions and rules of grammar.

Definition :—English Grammar is that particular branch of grammar which teaches how to speak and write the English language correctly.



SECTION I.

CLASSES OF WORDS.

Words, by their use, are distinguished as,

- | | |
|----------------|----------------------|
| 1. NOUNS, | 5. ADVERBS, |
| 2. PRONOUNS, | 6. PREPOSITIONS, |
| 3. VERBS, | 7. CONJUNCTIONS, AND |
| 4. ADJECTIVES, | 8. EXCLAMATIONS. |

I. NOUNS.

Definition—A *Noun* is the name of anything we can think of.

EXERCISE I.

Direction—Tell the nouns in the following sentences: 1. William is playing. 2. Tea grows in China. 3. Mary has gone. 4. Webster was a statesman. 5. Boys study grammar. 6. A tree has leaves. 7. A house has doors. 8. The hen eats corn. 9. The cow gives milk. 10. We study grammar and arithmetic.

EXERCISE II.

Direction—Fill the following blanks with nouns: 1. Adam was the first 2. Texas is a large 3. talk. 4. sting. 5. gallop. 6. The is in the ink-stand. 7. The are in the sky. 8. The Bible is a good 9. God made all 10. We have finished our

II. PRONOUNS.

Definition—A *Pronoun* is a word used in the place of a noun.

List—I, you, we, he, she, it, they, me, us, him, her, his, hers, thine, them, who, which, what, whom, whose, &c.

EXERCISE I.

Direction—Tell the pronouns in the following sentences:

1. John is loved because he is kind. 2. You should not lose your place. 3. Whales are not fishes though they live in the sea. 4. I gave you the book for Ellen. 5. Charles and I ran home. 6. She said, "Sir, we are seven." 7. Place my book on the table. 8. Susan is in trouble, because she is thoughtless.

EXERCISE I.

Direction—Fill the following blanks with pronouns: If you tease the dog..... will bite..... 2. The pond is deep, but we can swim across..... 3. The man shot the dog but..... did not kill..... 4. My aunt saw the pictures but..... did not buy..... 5. "Tell..... what brings..... to Rome, gentle youth."

III. VERBS.

Definition—A *Verb* is a word that expresses action or being.

EXERCISE I.

Direction—Tell the verbs in the following sentences: 1. Birds build nests. 2. Dogs bark. 3. Eagles fly. 4. The apple is sour. 5. James was here yesterday. 6. We will go to school tomorrow. 7. God made the world. 8. The sea contains animals.

EXERCISE II.

Direction—Fill the following blanks with verbs: 1. The kitten..... 2. The dog..... 3. God..... the world. 4. George..... to town. 5. Cain..... Abel. 6. Charles..... James. 7. Exercise..... health. 8. Diogenes..... in a tub. 9. you..... into my parlor..... a spider to a fly.

IV. ADJECTIVES.

Definition—An *Adjective* is a word used to modify the meaning of a noun or a pronoun.

EXERCISE I.

Direction—Tell the adjectives in the following sentences: 1. The tall girl ate the sweet apple. 2. The poor boy has a blind father. 3. An American was in Europe. 4. A silly little grass-

hopper despised his wise old mother. 5. Fresh water is a pleasant drink. 6. All men must die. 7. A wise son makes a glad father. 8. In America are rich fields, useful animals, and good men.

EXERCISE II.

Direction—Fill the following blanks with adjectives: 1.girls romp in the garden. 2.grapes grow in..... France. 3. God is always..... 4. The.....wind blew down the.....trees. 5. Nights in summer are..... 6.study makes a.....man. 7. Howard was.....and.....man. 8.,,Jane was dead. 9. The.....clouds float in the.....sky.

V. ADVERBS.

Definition—An *Adverb* is a word used to modify the meaning of a verb, an adjective, or another adverb.

EXERCISE I.

Direction—Tell the adverbs in the following sentences: 1. Samuel walks rapidly. 2. The men worked hard. 3. John writes fast. 4. William acted nobly. 5. He is very studious. 6. He is a truly good man. 7. She is most benevolent. 8. Bad men live very unhappily. 9. The wind blows quite roughly. 10. The rain falls very fast.

EXERCISE II.

Direction—Fill the following blanks with adverbs: 1. The horse runs..... 2. Peter wept..... 3. The copy is.....written. 4. The boy has.....returned. 5.will you come? 6. Tell him to walk..... 7. The moon shines..... 8. She is the.....studious of them all.

VI. PREPOSITIONS.

Definition—A *Preposition* is a word which shows a relation of meaning between a noun or a pronoun and some other word.

List—At, by, for, from, in, of, off, on, through, till, to, up, with, etc.

EXERCISE I.

Direction—Tell the prepositions in the following sentences:

1. He came with Emma. 2. Charles traveled through Europe.
3. I wrote a long letter to Flora. 4. They met me on the road. 5. The boy in the boat caught a fish with a line. 6. We must return to the dust from which we were taken. 7. I walked yesterday from our house to the church.

EXERCISE II.

Direction—Fill the following blanks with Prepositions:

1. He spoke.....John. 2. The child shivers.....cold. 3. Girls study.....school. 4. Boys slide.....the hill. 5. The mighty Andes rise.....the clouds. 6. Carry that book.....Henry.....my compliments. 7. Did you buy that hat.....me? 8. We work.....morning.....noon. 9.whom do you speak?

VII. CONJUNCTIONS.

Definition—A *Conjunction* is a word used to connect sentences, or the elements of sentences.

List—And, but, because, either, neither, or, nor, for, if, than, that, etc.

EXERCISE I.

Direction—Tell the conjunctions in the following: 1. I will go, if you will remain. 2. George studies, but Ellen plays. 3. Mary and Eliza sing very well. 4. The boy wept, for his sister was dead. 5. They are slow, but they are sure. 6. We heard that you had gone. 7. Two and eight are ten; but nine and three are twelve. 8. No harm was done, though the storm was very severe. 9. I will love him because he is so kind.

EXERCISE II.

Direction—Fill the following blanks with conjunctions:

1. He is poor.....he is honest. 2. Ann.....Ella are singing a duet.
3. Texas is larger.....New York. 4. Either he is wrong.....I am. 5. All seek happiness.....but few find it. 6. I did not know.....James was hurt. 7. The pupils love their teacher.....he

is kind. 8. Ellen is a better scholar.....Emma. 9. The man is truly wise.....he seldom speaks.

VIII. EXCLAMATIONS.

Definition—An *Exclamation* is a word which expresses an emotion.

List—Adieu, ah, O, oh, ha, ho, fie, pshaw, lo, hurrah, etc.

EXERCISE I.

Direction—Tell the exclamations in the following sentences: 1. Hail, happy morn! 2. Ah, how unfortunate! 3. Hush! you should not talk now. 4. Fie! you should not do so. 5. Hurrah! we are to have a play. 6. Adieu! my dear father. 7. Alas! you have grown old.

EXERCISE II.

Direction—Fill the following blanks with exclamations: 1.! for the bonnets of blue. 2.! is he the man? 3.! blithesome stranger in the grove. 4.! where are, you going? 5.! and what is the matter now? 6. all were gone. 7.! virtue, thou art a jewel.

EXERCISE I.

Direction—Tell the class to which each word in the following sentences belongs:

1. Jesus Christ was rich yet he became poor for our sakes. 2. The Bible teaches us to love God and man. 3. Virtue elevates the mind, but vice degrades it. 4. John and I have read some very interesting books. 5. Hurrah! let us have universal education. 6. How doth the little busy bee improve each shining hour! 7. See! the playful lambs skip gracefully in the grass and nibble it. 8. If is is a verb what is if? 9. The wise man is ever ready for the ups and downs of life. 10. Every one tried to make much of Lafayette. 11. The rat stole out of the box and pop! she had him. 12. Crash went the thunder. 13. Hark! the cross dog barks loudly at strangers and bites them.

14. "Now fades the glimmering landscape on the sight
And all the air a stillness holds
Save where the beetle wheels his droning flight
And drowsy tinklings lull the distant folds."

15. "They grew in beauty side by side,
 They filled one home with glee:
 Their graves are scattered far and wide
 By mount and stream and sea."

IX. WRITTEN PARSING.

Remark—There should be an exercise in oral and written Analysis and Parsing at every recitation in English Grammar. A student will never learn English Grammar without analyzing and parsing sentences; neither will he ever learn English Grammar by analysis and parsing to the exclusion of other practical exercises.

MODEL.

SENTENCE.

Oh!
 it
 has
 a
 voice
 for
 those
 who
 on
 their
 sick
 beds
 lie
 and
 waste
 away

CLASS OF THE WORD.

Exclamation.
 Pronoun.
 Verb.
 Adverb.
 Noun.
 Preposition.
 Adjective.
 Pronoun.
 Preposition.
 Pronoun.
 Adjective.
 Noun.
 Verb.
 Conjunction.
 Verb.
 Adverb.

EXERCISE.

Direction—Parse all the words in the following sentences:

1. There goes a rumor that I am to be banished.
2. The purposes you undertake are dangerous.
3. Sensuality contaminates the body.
4. What is baser than a lie?
5. Strike while the iron is hot.
6. If the climate of Africa were not so fatal more travelers would go there.
7. At midnight in his guarded tent the Turk was dreaming of the hour.

SECTION II.

X. THE SENTENCE.

Definition—A *Sentence* is a thought expressed in words.

Remark—Several sentences may be united in one affirmation. The principal thought forms the principal sentence. The subordinate thoughts form the subordinate sentences.

EXERCISE.

Direction—Tell the principal and subordinate sentences in the following exercise:

1. We sigh for change and spend our lives for naught. 2. Thompson says: "Success makes villians honest." 3. I have brought a passage that you may explain it.

4. If you would know the deeds of him who chews,
Enter the house of God and see the pews.

XI. THE ELEMENTS OF A SENTENCE.

Principle—Every sentence must have a Subject and a Predicate, expressed or understood, and it may have an Object.

THE SUBJECT.

Definition—The subject of a sentence represents that of which something is said.

Remark—The subject may be a word (which is always a noun or a pronoun) a phrase or a sentence.

EXERCISE I.

Direction—Tell the subjects of the following sentences: 1. God exists. 2. Does the fire burn? 3. Boys play. 4. Are ripe peaches excellent? 5. How cold the wind blows! 6. Great men often do wrong. 7. George Washington was a great man. 8. "Know thyself" was a saying of one of the wise men of Greece.

9. At what time he took orders, does not appear. 10. That we are rivals, need not make us enemies. 11. That all men are created equal, is a self-evident truth.

EXERCISE II.

Direction—Supply the following predicates with subjects:

1.sail across the ocean. 2.recites well in history.
3. Does.....study geography? 4. How warm the.....is! 5.wrote her exercise. 6.cease your wickedness. 7.honor your father and your mother. 8.sailed from Palos in 1492. 9. The village.....stands under a spreading chestnut tree. 10., is most true. 11., shall be discharged in the next chapter. 12., is not strange.

Rule 1—The unnecessary repetition of the subject should be avoided.

EXERCISE III.

Direction—Correct the errors in the following sentences:

MODEL—John he went to town. John went to town. 1. The boy he ran after the ball. 2. The teacher he instructs his pupils. 3. Men they endure hardship. 4. Richard having recited, he went home. 5. Ella, being sick, she staid at home.

Rule 2—The word about which the affirmation is made should be used as the subject of the sentence.

EXERCISE IV.

Direction—Correct the errors in the following sentences:

MODEL—This sort of men will succeed. Men of this sort will succeed. 1. This species of words are numerous. 2. This kind of men will ruin our country. 3. This sort of adverbs commonly admit of comparison. 4. Every kind of convenience should be provided for the school room. 5. Every kind of comfort will be provided.

THE SUBJECT MODIFIED.

THE FIRST MODIFIER.

Principle—The subject may be modified by an adjective.

EXERCISE I.

Direction—Tell the modifiers of the subjects of the following sentences: 1. A little boy is playing in the street. 2. A golden staff was in his hand. 3. Good boys always behave. 4. The tall man is writing. 5. A silly little grasshopper despised his mother.

Rule 3—(1) Three or more adjectives, or two if not joined by a conjunction, modifying the same noun should be separated by commas. (2) An adjective may modify the complex idea expressed by a noun and another adjective, as, The late civil war. In this expression "the" modifies "late," "civil" and "war;" "late" modifies "civil" and "war;" "the," "late" and "civil" each modify "war." Adjectives thus modifying the complex idea expressed by a noun and another adjective must not be separated by commas.

Remark—Each adjective modifying a noun can be constructed with its noun and make sense. An adverb can never be constructed with a noun and make sense. "The late civil war." In this expression "the," "late" and "civil" are each adjectives modifying "war" and can each be constructed with "war" and make sense, thus, "the war," "late war," "civil war." Very many people. "Very" is an adverb and can not be constructed with people and make sense, thus, "very people."

EXERCISE II.

Direction—Supply commas in the proper places in the first four sentences and correct the errors in latter three. 1. The man has a large strong and sun-burned arm. 2. The man sang a sweet tender song. 3. A tall calm and resolute man was here. 4. The cross lazy and mean boy will go home. 5. The, late, French revolution was a terrible conflict. 6. She is an, intelligent, young lady. 7. Here is a, beautiful, white rose.

THE SECOND MODIFIER.

Principle—The subject may be modified by a word or a

sentence used to explain or identify it.

EXERCISE I.

Direction—Tell the modifiers of the subjects of the following sentences: 1. Washington, the father of his country, was the first president of the United States. 2. Webster, the statesman, was an orator. 3. Grant, the general, fought for his country. 4. The victims, a brother, a sister, and a friend are in a hopeless condition. 5. Men who work will surely succeed. 6. He that getteth wisdom is wise. 7. No man that loves God will be a drunkard.

Rule 4—An explanatory modifier that does not restrict the modified term or combine closely with it, should be set off by commas.

EXERCISE II.

Direction—Supply commas in the proper places in the following sentences:

MODEL—The author of the "Pilgrim's Progress" John Bunyan was the son of a tinker. The author of the "Pilgrim's Progress," John Bunyan, was the son of a tinker. 1. The discoverer of America Columbus was treated cruelly. 2. We the people of the United States declare ourselves to be a free and independent nation. 3. Men who are engaged in the service of God will be rewarded. 4. An old clock which, for fifty years, stood in the farmer's kitchen suddenly stopped. 5. Garfield James A. was president of the United States.

THE THIRD MODIFIER.

Principle—The subject modified by a noun or a pronoun is in the possessive case.

Remark—For examples of nouns and pronouns in the possessive case used as modifiers see Sec. III., page —.

THE FOURTH MODIFIER.

Definition—A phrase is a combination of related words not making complete sense but forming an office in the structure of a sentence.

EXERCISE I.

Direction—Tell the phrases in the following sentences:

1. John went to town. 2. Harry lives in the city. 3. Scaling yonder peak I saw an eagle. 4. Mr. Barnes came from New York. 5. He lives near Little Rock. 6. Arthur goes to school.

Principle—A phrase may be used as the subject of a sentence.

EXERCISE II.

Direction—Tell the subjects of the following sentences :
1. To do good, is the duty of all men. 2. To be great, is the desire of every ambitious person. 3. His being a minister, prevented his rising to civil power. 4. To do good to others, constitutes an important object of our existence. 5. To get an education, should be every young person's motto.

Rule 5—A phrase or a sentence used as the subject of a sentence requires a comma between it and the verb.

EXERCISE III.

Direction—Supply commas in the proper places in the following sentences :

MODEL—To obtain health should be our aim. To obtain health, should be our aim.

1. To steal is base. 2. To be idle is anything but pleasant. 3. His being a minister prevented his attending. 4. His being a good scholar is never doubted. 5. That we are rivals does not necessarily make us enemies. 6. That all men are created equal is a self-evident truth. 7. That I have taken the old man's daughter is true.

Principle—The subject may be modified by a phrase.

EXERCISE IV.

Direction—Tell the modifiers of the subjects of the following sentences :

1. The king of shadows loves a shining mark. 2. A love for study secures mental improvement. 3. The use of tobacco degrades many useful men. 4. A house on fire presents a distressing spectacle. 5. A man of refinement will adopt no disgusting habits.

Rule 6—(1) Several phrases modifying the same word should be separated by commas. (2) A phrase or a sentence used

as a modifier should be so arranged in a sentence that the idea intended will be conveyed.

EXERCISE V.

Direction—Punctuate properly the first sentences and correct the errors in the latter :

MODEL—Men of wealth of influence and of refinement lend us your aid. Men of wealth, of influence, and of refinement lend us your aid.

1. I thought to see him was to see a man of culture of refinement and of influence. 2. The town contains forty houses and about seventy inhabitants built of stone. 3. Standing upon a hill eating a shuck we saw John's horse.

Definition—The object of a phrase is the word, phrase, or sentence following a preposition or a participle (see page —) as its object of relation or action.

EXERCISE VI.

Direction—Tell the objects of the following phrases : 1. He went to town. 2. I saw him taking a mad man's sword. 3. No way remains but to go on. 4. Paul is about to speak. 5. "The footman in his usual phrase comes up with 'Madam, dinner stays!'"

Principle—A noun or a pronoun used as the object of a phrase may have the same modifiers as the subject of a sentence.

Remark—Words modifying the object of a phrase should be punctuated as directed by Rules 3, 4, and 6.

Direction—Tell the modifiers of the objects of the phrases in the following sentences : 1. Caleb went to the city. 2. I went to see Arthur, the boy who makes baskets. 3. One cannot expect to travel through life on flowery beds of ease. 4. The teacher lives in a large brick house on Main street. 5. Studying our lessons constitutes our employment.

EXERCISE VII.

Direction—Punctuate properly the following sentences :

MODEL—I wish to see that tall active energetic man of whom you speak. I wish to see that tall, active, energetic man of whom you speak.

1. I found myself in a neat beautiful and picturesque village.
2. I found the man to be a squeezing grasping and hardened old sinner. 3. Mr. Nichols spoke to Barnes the man who wrote the article. 4. Our teacher talked about Columbus the discoverer of America.

Principle—A noun or a pronoun used as an explanatory modifier may be modified in the same way as the subject of a sentence.

Remark—The modifiers of an explanatory modifier must be punctuated as directed by Rules 3, 4, and 6.

EXERCISE VIII.

Direction—Tell the modifiers of the Explanatory Modifier in the following sentences: 1 John, the boy of whom I spoke, went home. 2. Gallileo, who was a great thinker, believed that the world is round. 3. Cortez, the conquerer of Mexico, treated Montezuma cruelly. 4. I, poor I, am to blame.

EXERCISE IX.

Direction—Punctuate properly the following sentences:

MODEL—William the indolent lazy good-for-nothing boy of whom I spoke went home. William, the indolent, lazy, good-for-nothing boy of whom I spoke, went home.

1. France's general, the brave noble and great Napoleon, was defeated at Waterloo. 2. Prof. Murray, the man who wrote an English grammar was a great scholar. 3. John Wadkins, the president of our well-organized amusing and instructive debating society deserves to be complimented for his generosity and usefulness.

Rule 7—(1) Three or more subjects of the same verb, or two if not joined by a conjunction, together with their modifiers should be separated by commas. (2) Two or more phrases or sentences used as the subject of a verb should be separated by commas.

EXERCISE.

Direction—Supply commas in the proper places in the following sentences:

MODEL—Her satin snood her silken plaid and her golden brooch betray her birth. Her satin snood, her silken plaid, and her golden brooch betray her birth.

1. My ambition my hopes and my fears start up alarmed. 2. Tact talent energy and economy are elements of success. 3. To be wise in our own eyes to be wise in the opinion of the world and to be wise in the sight of our Creator, are three things very different from one another. 4. To spin to weave to knit and to sew, form the girl's employment. 5. That we should do good that we should love God and that we should serve God, are truths which we can never deny. 6. That there is a God and that we must serve Him, should be stamped indelibly upon our hearts. 7. To steal and to lie are abominations in the sight of God.

Rule 8—(1) If the subject, together with its modifiers, is long, it should be separated from its verb by a comma. (2) If a verb has several subjects, it should be separated from them by a comma.

EXERCISE.

Direction—Supply commas in the proper places in the following sentences :

MODEL—He that getteth wisdom is wise. He that getteth wisdom, is wise.

1. He being ridiculed left the institution. 2. He that acts wisely deserves praise. 3. The intermixture of evil in human society serves to exercise some of the noblest virtues of the human soul. 4. Every, scorn remorse, and pride crush many bright intellects. 5. Art, fortune, and enterprise lead to success. 6. Ambition, honor, friendship, and gratitude are the prime movers of society to-day.

THE PREDICATE.

Definition—The predicate of a sentence tells what is stated of the subject.

Remark—The predicate consists of a verb with or without another verb, an adjective, a noun or a pronoun.

EXERCISE I.

Direction—Tell the predicates of the following sentences :

1. Birds fly. 2. We shall go. 3. John was injured. 4. William is reading. 5. James became poor. 6. John is sleepy. 7. God is love. 8. We are friends. 9. It is I. 10. Who are you?

EXERCISE II.

Direction—Supply the following subjects with predicates :

1. Dogs 2. Boys 3. Jane a letter.
4. Mary the floor. 5. Harvard
6. Warner 7. The proper study of mankind
- 8. the kingdom. 9. That business
-

THE PREDICATE MODIFIED.

THE FIRST MODIFIER.

Principle—The predicate may be modified by an adverb.

EXERCISE I.

Direction—Tell the modifiers of the predicates in the following sentences: 1. John writes well. 2. Charles runs fast. 3. He is very studious. 4. She is most benevolent. 5. The wind blows very hard. 6. Ellen acted carelessly. 7. Flora acted quite thoughtfully. 8. Clara studies diligently.

Rule 9—Three or more adverbs (or two if not joined by a conjunction) modifying the same word should be separated by commas.

EXERCISE II.

Direction—Supply commas in the proper places in the following sentences :

MODEL—John reads rapidly forcibly and distinctly. John reads rapidly, forcibly, and distinctly.

1. General Wolfe died bravely nobly. 2. Slowly sadly they laid him down. 3. Men should conduct themselves wisely prudently and righteously. 4. He acted very thoughtfully very wisely and very generously. 5. The speaker spoke his thoughts loudly boldly and forcibly. 6. Arthur writes rapidly boldly and elegantly.

THE SECOND MODIFIER.

Principle—The predicate may be modified by a phrase.

EXERCISE I.

Direction—Tell the modifiers of the predicate of the following sentences : 1. John went to town. 2. Time slept on flowers and lent his glass to Hope. 3. A mortal disease was upon her vitals. 4. The times are sadly out of joint. 5. Jane fell off the bridge into the river. 6. The cow jumped over the fence. 7. I have a temple in every heart.

Principle—An adverb modifying the predicate may be modified by another adverb. A verb that is used as the object of a phrase may be modified by an adverb. A phrase may be modified by an adverb.

Remark—Adverbs modifying other modifiers should be punctuated as directed by Rule 9.

EXERCISE II.

Direction—Tell the modifiers of the adverbs, of the phrases and the objects of the phrases in the following sentences : 1. Arthur writes very well. 2. The stream runs very rapidly. 3. It is the duty of the minister to preach forcibly. 4. Children should learn to study systematically. 5. Ella tries to act gracefully. 6. Warren tries to write correctly. 7. He went almost to Boston. 8. They died not by hunger, but by decay.

EXERCISE III.

Direction—Punctuate properly the following sentences :

MODEL—Henry desires to act stubbornly hatefully and disgracefully. Henry desires to act stubbornly, hatefully, and disgracefully.

1. Lena wants to read rapidly distinctly and forcibly. 2. We have endeavored to explain plainly concisely and briefly what is meant by the term inertia. 3. He was advised to fight bravely nobly and gallantly for his country.

THE THIRD MODIFIER.

Principle—The predicate may be modified by a sentence.

EXERCISE I.

Direction--Tell the modifiers of the predicates of the following sentences: 1. They kneeled before they fought. 2. Teachers rejoice when their pupils improve. 3. Where wealth and freedom reign contentment fails. 4. As ye journey, sweetly sing. 5. Forgive him, if he repents. 6. We shall talk while you recite.

Rule 10—Adverbial modifiers, separated from the words which they modify, should be set off by commas.

EXERCISE II.

Direction—Supply commas in the proper places in the following sentences:

MODEL—It is however your task to prove it. It is, however, your task to prove it.

1. Prof. Kendrick formerly taught school here. 2. In 1492 Columbus discovered America. 3. At midnight in his guarded tent the Turk was dreaming of the hour. 5. As we journey let us sing. 6. He like the world his ready visits pay where fortune smiles. 7. I think however he will go.

Principle—A noun or a pronoun used in the predicate with a verb may be modified like the subject of a sentence.

Remark—The modifiers of a noun or a pronoun used in the predicate with a verb must be punctuated as directed by Rules 3, 4, and 6.

EXERCISE I.

Direction—Tell the modifiers of the nouns and the pronouns used in the predicates of the following sentences: 1. Webster was a great lawyer. 2. He is a man who understands his business. 3. Vanderbilt is a man of wealth. 4. Arthur is the best boy that goes to school. 5. Study was always his delight. 6. Men are but children of a larger growth.

EXERCISE II.

Direction—Supply commas in the proper places in the following sentences:

MODEL—John was a quiet learned and respectable man. John was a quiet, learned, and respectable man.

1. Philosophy is an easy pleasant and instructive study. 2. Arithmetic is a difficult useful and practical science. 3. Daniel was a prophet or preacher. 4. The brain is the dome of thought or seat of life. 5. He is an intelligent energetic and useful man.

Rule 11—Three or more predicates of the same subject (or two if not joined by a conjunction) together with their modifiers should be separated by commas.

EXERCISE.

Direction—Supply commas in the proper places in the following sentences :

MODEL—John recites well studies hard and is respected by all. John recites well, studies hard, and is respected by all.

1. Children should love honor and obey their teacher. 2. We play study and recite during the day. 3. He labored hard studied diligently and graduated with honors. 4. John and Henry study recite and play. 5. Lazy boys hate to work despise to study but love to live.

THE OBJECT.

Definition—The object of a sentence is that on which the act expressed by the predicate terminates.

Remark—The object of a sentence may be a word (which is always a noun or a pronoun), a phrase, or a sentence.

EXERCISE I.

Direction—Tell the objects of the following sentences : 1. John saws wood. 2. Fire burns coal. 3. Mary milks the cow. 4. I regret his being absent. 5. I doubted their saying it. 6. They say "This shall be." 7. Athens found that neither art nor science could avail against depravity of morals.

EXERCISE II.

Direction—Supply the following predicates with objects : 1. They carried the book home. 2. God created the and the 3. Virtue secures 4. Mount the,, I have chosen for you. 5. I doubted 6. His being a minister prevented 7. Brutus says

THE OBJECT MODIFIED.

Principle—The object may be modified like the subject of a sentence.

Remark—The modifiers of the subject must be punctuated as directed by Rules 3, 4, and 6.

EXERCISE.

Direction—Tell the modifiers of the objects of the following sentences: 1. Education improves the mind. 2. The teacher whipped the boy that stole the marbles. 3. I heard the complaint of the laborer. 4. The voice of more than Roman eloquence urged and sustained the Declaration of Independence. 5. The king of shadows loves a shining mark.

EXERCISE.

Direction—Supply commas in the proper places in the following sentences:

MODEL—Jane wrote a sensible well-spelled and well-punctuated composition. Jane wrote a sensible, well-spelled, and well-punctuated composition.

1. They played a grand gloomy and peculiar drama. 2. Mr. Ray wrote a brief practical and concise arithmetic. 3. I saw Benjamin Franklin the great philosopher. 4. The minister preached an interesting comprehensive and eloquent sermon. 5. John killed a tadpole or a polliwog.

Rule 12—Three or more objects of the same verb or preposition, or two if not joined by a conjunction, together with their modifiers should be separated by commas.

EXERCISE.

Direction—Supply commas in the proper places in the following sentences:

MODEL—John studies English grammar Ray's algebra and Latin. John studies English grammar, Ray's algebra, and Latin.

1. Warner studies grammar composition and geography. 2. We have reached the end of the verse the end of the chapter and the end of the book. 3. We like beans cabbage and lettuce. 4. Tin is found in England Saxony Malacca and Bohemia. 5. He

hauls goods from Main street to the wharf the warehouse and the depot.

CONNECTIVE ELEMENTS.

Definition—The connective elements of a sentence are those words that join sentences or the elements of sentences.

Remark—Conjunctions, prepositions, the pronouns who, which, and that, and the adverbs when, while, where, till, whether, as, before, since, also, besides, consequently, else, ere, furthermore, even, hence, how, however, moreover, nevertheless, otherwise, still, so, then, thence, therefore, too, until, wherefore, whither, again, etc., are the only words used as connective elements.

EXERCISE I.

Direction—Tell the connective elements in the following sentences: 1. John and James went to town. 2. Arthur spoke favorably of the school. 3. I saw the man who carries the mail. 4. They kneeled before they fought. 5. He will be here when the time comes. 6. There is the dog which killed the sheep. 7. A noun is a name; therefore, John is a noun. 8. He that works at the blacksmith's shop. 9. The one will be lost, while the other will be saved.

EXERCISE II.

Direction—Fill the following blanks with connective elements: 1. John James were there. 2. Arthur, you must go town. 3. The bad boy went home, the teacher had reprimanded him. 4. The boy is industrious is certain to succeed. 5. John will go to town he comes home.

Rule 13—Sentences which are connected by conjunctions should be separated by commas placed before the conjunctions.

EXERCISE III.

Direction—Supply commas in the proper places in the following sentences:

MODEL—Beauty dazzles but love charms. Beauty dazzles, but love charms.

1. John is engaged or he would go. 2. Marcus went home because he was expelled. 3. The sun shines on all even the ungrate-

ful. 4. We spend our time in idleness whereas we should spend it in study. 5. The boy wounded the old bird and stole the young ones.

INDEPENDENT ELEMENTS.

Definition—The independent elements of a sentence are those words or phrases which accompany a sentence without entering into its structure.

EXERCISE I.

Direction - Tell the independent elements in the following sentences: 1. John, come here. 2. O, Liberty, I wait for thee. 3. There are no idlers here. 4. To speak plainly, your habits are your worst enemies. 5. The teacher being sick there was no school yesterday. 6. Alas! and did my Savior die?

Rule 14—Phrases used independently, or words used in an address, should be set off by commas.

EXERCISE II.

Direction—Supply commas in the proper places in the following sentences:

MODEL—John come here. John, come here.

1. Mary you and Nora sit on this front seat. 2. Arazona where have you been? 3. Fellow teachers ladies and gentlemen I am before you this evening to address 'you upon the subject of "Education." 4. To confess the truth I was wrong. 5. Every object has several faces so to speak. 6. Properly speaking grammar is an art.

Rule 15—Every exclamation, except O, (which should be followed by a comma), eh and hey, (which should be followed by an interrogation point), unless very closely connected with other words, should be followed by an exclamation point.

EXERCISE III.

Direction—Supply exclamation points in the proper places in the following sentences:

MODEL—Oh I have hurt my finger. Oh! I have hurt my finger.

1. Pshaw you are trifling. 2. Aha papa I have found you out.
3. Oh how infinitely grand are thy works O! God. 4. Hush I
hear some one at the door. 5. You will find gold, eh 6. You have
been to town, hey

Principle—Nouns and pronouns, used independently, may
be modified like the subject of a sentence.

Remark—The modifiers of nouns and pronouns, which are
used independently, must be punctuated as directed by Rules 3, 4,
and 6.

EXERCISE IV.

Direction—Tell the modifiers of the nouns and pronouns,
used independently, in the following sentences: 1. My dear friend,
I want you to write me a long letter. 2. Men of learning, I appeal
to you in support of my theory. 3. O Thou, who dry'st the
mourner's tear, we beseech Thee to listen to our cries. 4. Thou
sparkling bowl, I will not touch thee. 5. Men of wealth, you
must assist us in this great enterprise. 6. Men, who are energet-
ically at work for the cause of education, give heed to my words.

EXERCISE V.

Direction—Punctuate properly the following sentences:

MODEL—Sweet noble bright Spring I bid you welcome. Sweet,
noble, bright Spring, I bid you welcome.

1. High steep rugged mountain why stand ye towering above
the ocean's roar. 2. Men of education of wealth and of influence
we desire your assistance.

3. O Thou who dry'st the mourner's tear
Who spilt Thy blood for me
Who drives away my every fear
I meekly come to Thee.

XII. SENTENCES TAKEN AS WHOLE.

The following rules teach us how to punctuate sentences as
wholes:

Rule 16—(1). A period should be placed after every sentence
which declares or commands.

(2). An interrogation point should be placed after a sentence which is used in asking a question.

(3). An exclamation point should be placed after every sentence which expresses a sudden thought, strong feeling, or surprise.

EXERCISE I.

Direction—Place the proper point after each of the following sentences: 1. Virtue will triumph 2. Have the boys gone 3. Give my regards to your father 4. How I wish James would come 5. Who were the inventors of printing 6. "Oh that men did but know the sweets of innocence" 7. Wise men avoid temptation 8. Is happiness to be found among men 9. "Prayer is the key of the morning and the bolt of the night" 10. "Authors must not, like Chinese soldiers, expect to win victories by turning somersets in the air"

Rule 17—A semicolon is used at the close of a sentence which, by its terms, promises an additional sentence.

EXERCISE II.

Direction - Supply semicolons in the proper places in the following sentences:

MODEL—Straws swim upon the surface but pearls lie at the bottom. Straws swim upon the surface ; but pearls lie at the bottom.

1. Wealth may seek us but wisdom must be sought. 2. Philosophers assert that nature is unlimited in her operations that knowledge will always be progressive and that all future generations will continue to make discoveries of which we have not the least idea. 3. The wise man is happy when he gains his own approbation the fool when he gains the applause of those about him. 4. Man in his weakness proposes but God in his wisdom disposes. 5. The wheel of fortune is ever turning who can say, "I shall be uppermost to-morrow?"

Rule 18—A colon should be placed before every formal enunciation of particulars, and before every direct quotation referred to by the words thus, following, as follows, this, these, etc.

EXERCISE III.

Direction—Supply colons in the proper places in the following sentences :

MODEL—There are two Continents first the Eastern, and secondly the Western Continent. There are two Continents: first the Eastern, and secondly the Western Continent.

1. There is much justice in the warning of Lavater "Beware of the man who hates the laugh of a child." 2. His reply was as follows "True genius is the capacity for taking pains." 3. James Johnson, Dear Sir Please send me one Swinton's word book. 4. A noun is a name; therefore, the following words are nouns John, Mary, Thomas. 5. Punctuate the following sentence Arthur studies, because he wishes to learn.

Rule 19—(1) A passage that is copied should be enclosed by quotation points. (2) A quotation within a passage that is itself quoted should be enclosed within single quotation points.

EXERCISE IV.

Direction—Supply quotation points in the proper places in the following sentences :

MODEL—John says, I will remind you that Young calls man an infinite insect. John says, "I will remind you that Young calls man an 'infinite insect.'"

1. Pilate asked What is truth? 2. Where now is the man of destiny? asked Robert. 3. The historian says the people languish beneath a tyrant's power. 4. Southey, among our living poets says, Prof. Wilson, stands alone and aloof in his glory. 5. He said I relinquish my claim.

Rule 20—The marks of parenthesis should be used to enclose explanatory words which are not necessary to the sense.

EXERCISE V.

Direction—Supply the Marks of Parenthesis in the proper place in the following sentences :

MODEL—We know who knows it not? the uncertainty of life. We know (who knows it not?) the uncertainty of life.

1. He was deceived we say it with respect in this matter.
2. He fell what was there to prevent it? from his high glory.
3. We know this great truth which is enough for man to know "Virtue alone is happiness."
4. Arithmetic see Ray's Arithmetic is the science of numbers and the art of computing by them.

Rule 21—The brackets should be used to enclose what, when quoting another's words, is inserted by way of explanation.

EXERCISE VI.

Direction—Supply brackets and correct the use of the quotation points.

MODEL—Luke says, "We took up our carriages luggage and went to Jerusalem." Luke says, "We took up our carriages [luggage] and went to Jerusalem."

1. "Take no thought" "anxiety" for the morrow," said the minister.
2. "A quality word "adjective" is a word used to qualify nouns."
3. He said to his teacher, "Please to solve that example" question "for me."
4. "Man "a thinker" is capable of doing great things."

Rule 22—(1) A dash should be placed before a transition in the sentiment of a sentence, and before an abrupt or exclamatory repetition. (2) A dash should be placed after a sudden interruption, hesitation, or break in the construction. (3) A dash should supply the place of figures, letters, or words left out.

EXERCISE VII.

Direction—Supply the dash in the proper places in the following sentences:

MODEL—London is noted for its magnificent buildings; its extensive shipping, and its dextrous pickpockets. London is noted for its magnificent buildings; its extensive shipping, and—its dextrous pickpockets.

1. Glory what is it?
2. Such a man is a I know not what to call him.
3. Such was the testimony of Solomon Solomon who had all the pleasures of this world at his command.
4. You know my feelings; you know Hold interrupted my friend.
5. A. D. 187—, I was at E a.

Principle—(1) We may abbreviate or make short these words by writing the first five letters : Thursday, lieutenant.

(2) We may abbreviate these words by writing the first four letters : Connecticut, captain, Florida, Massachusetts, Minnesota, Michigan, Mississippi, Pennsylvania, professor, president, Tennessee, Tuesday.

(3) These by writing the first three letters : Alabama, answer, Arkansas, California, colonel, Colorado, Delaware, England, esquire, Friday, general, George, governor, honorable, brother, Illinois, Kansas, major, Monday, Nebraska, Nevada, reverend, Saturday, Sunday, Texas, Wednesday, Wisconsin, and all the names of the months except May, June, and July.

(4) These by writing the first two letters : Company, county, credit, example, idem (the same), Iowa, Oregon.

(5) These by writing the first letter : East, North, South, West, Ohio.

(6) These by writing the first and last letters : Debtor, doctor, Georgia, Indiana, junior, Kentucky, Louisiana, Maine, Maryland, Master, Mister, numero (number), saint, street, Vermont, Virginia, bishop.

(7) The following are some of the most important abbreviations :

- A. B., Bachelor of Arts.
- A. D., In the year of our Lord.
- A. M., Master of Arts.
- B. D., Bachelor of Divinity.
- C. M., Common Meter.
- C. O. D., Cash on Delivery.
- D. D., Doctor of Divinity.
- LL. D., Doctor of Laws.
- oz., ounce.
- LL. B., Bachelor of Laws.
- L. M., Long Meter,
- S. M., Short Meter.
- D. M., Doctor of Music.
- M. B., Bachelor of Medicine.
- M. D., Doctor of Medicine.

M. C., Member of Congress.
 M. E., Methodist Episcopal.
 Mus. D., Doctor of Music.
 S. C., South Carolina.
 N. C., North Carolina.
 Ph. D., Doctor of Philosophy.
 P. M., Postmaster.
 P. O., Postoffice.
 U. S., United States.
 Xmas., Christmas.

Rule 23—(1) An abbreviation should generally be followed by a period. (2) The use of two titles that imply the same thing, thus: Mr. J. B. Smith, esq., should be avoided.

EXERCISE VIII.

Direction—Supply periods in the proper places in the following exercise:

MODEL—A S Barnes & Co, 51 John st, N Y City, N Y A. S. Barnes & Co., 51 John st., N. Y. City, N. Y.

1. J Q Adams, L L D, M C 2. Dr John H Jones, M D, Principal of the Main st grammar school. 3. Rev G A Smith, D D, will preach here to-morrow at 11 a m 4. C A Arthur is pres of the U S 5. Dr H Bob, jr, M D, offers his services to any afflicted in the town of G

Rule 24—The caret should be placed between two words to indicate the word or words omitted and placed above the line.

EXERCISE IX.

Direction—Supply carets in the proper places in the following exercise:

MODEL—The boy went to town. The boy went to town.

study of mankind was

1. The proper is man. 2. Jackson called "Old Hickory."

eat grass the Pacific

3. Cows and give us milk. 4. Balboa discovered Ocean. 5. War-

noted for the
 ren was sweetness of his disposition.

XIII. OTHER MARKS USED IN WRITING.


Besides the marks explained in the foregoing the following marks are used in writing :

(1). References which direct attention to the margin or to the bottom of the page ; as *.

(2). The brace, which is used to include several species in one class ; as, Matter $\left\{ \begin{array}{l} \text{Solid,} \\ \text{Liquid,} \\ \text{Gaseous.} \end{array} \right.$

(3.) The hyphen, which must be used between the parts of a compound word ; as, stone-blind.

(4). The section, which is used to denote a division of a book or a chapter ; as, Whateley's Logic, §2, book V.

(5). The index, which points out something worthy of special notice ; as, Smith & Jones, printers  Job work a specialty.

(6). The apostrophe, which denotes the omission of letters ; as, 'T is o'er, etc.

Remark—The apostrophe must be used wherever a letter is omitted.

XIV. CAPITAL LETTERS.

Rule 25—A capital letter must be used :

(1). To begin every entire sentence, every sentence directly quoted, and every line in poetry.

(2). To begin all appellations to the Deity.

(3). To begin special or individual names and words derived from them.

(4). To begin the names of things personified.

(5). To begin the chief words composing the titles of books, plays, songs, etc.

(6). To begin titles of honor, office, respect, or distinction.

(7). To begin most abbreviations.

(8). In writing the words I and O, and in writing numbers in the Roman notation.

EXERCISE.

Direction—Supply capital letters in the proper places in

the following exercise: 1. order is heaven's first law. 2. thompson says, "success makes villains honest." 3. maker, preserver, my redeemer, god.

4. death is but a path that must be trod,
if man would ever pass to god.

5. john lent thomas his knife. 6. ellen says she thinks flora loves clara. 7. we live in the spanish colonies. 8. he does not know english grammar. 9. we have studied "brown's grammar of english grammars." 10. hon c a arthur is president of the united states. 11. i believe alexander iii is czar of Russia. 12. o, pitiless man, i love you.

XV. ELLIPSIS.

Definition—Ellipsis is the omission of words not necessary to the sense, but necessary to explain the construction of a sentence.

EXERCISE I.

Direction—Supply the ellipses in the following sentences:

MODEL—Remember thy Creator. Remember thou thy Creator.

1. He has applied to Alexander III., of Russia. 2. Moses is the meekest man we read of in the Bible. 3. Up and go away. 4. Who whispered yesterday? James and I. 5. The army were ready to offer Washington a crown. 6. Sink or swim, survive or perish, I am for the Declaration. 7. Go where we may find the traces of sin everywhere.

Rule 26—Never omit a word which is necessary to the sense.

EXERCISE II.

Direction—Correct the errors in the following sentences:

MODEL—The book is not completed, but soon will be. The book is not completed, but it soon will be.

1. He will learn, sir, that to accuse and prove are very different. 2. The squirrel can climb a tree faster than Arthur. 3. They will understand this and like it. 4. The preposition in is set before cities, countries, and large towns. 5. To this point have tended

all the rules I have given. 6. One person or thing is singular number. 7. John obeys his teacher as cheerfully as James.

XVI. ANALYSIS.

The following are the models for analyzing sentences :

FIRST MODEL—Columbus discovered America. Columbus discovered America, is a sentence, of which Columbus is the subject, discovered the predicate, and America the object.

SECOND MODEL—Too low they build who build beneath the skies. Too low they build who build beneath the skies, is a sentence. Too low they build, is the principal sentence, of which they is the subject, build the predicate. The predicate, build, is modified by low. The modifier low is modified by too. The subject, they, is modified by who build beneath the skies, a subordinate sentence, of which who is the subject, build the predicate. The predicate, build, is modified by beneath the skies, a phrase introduced by beneath, a preposition. Skies is the object of the phrase. The object skies is modified by the. The phrase, beneath the skies, is joined to build by beneath, a connective element. The subordinate sentence, who build beneath the skies, is joined to the principal sentence, too low they build, by who, a connective element.

THIRD MODEL—John, come here. John, come here, is a sentence, elliptical. When we supply the ellipsis, it will read, John, you come here. You is the subject, come the predicate. The predicate come is modified by here. John is an independent element in the sentence.

EXERCISE.

Direction—Analyze the following sentences : 1. An industrious man will certainly succeed. 2. Rapidly, terribly, and faithfully the tempest roared. 3. Peter's wife's mother lay sick of a fever. 4. Peevishness disgusts us, pains us, and mortifies us. 5. General Wolfe died nobly, bravely. 6. Hurrah for Jackson! 7. Oh! how astonishing is the news! 8. He is wise and good, brave and noble. 9. The river, the lake, and the ocean stood still. 10. The heavens declare the glory of God; and the firmament sheweth his handiwork. 11. The student who studies his lesson

attentively, will improve. 12. Take fast hold of instruction; for it is thy life. 13. The world will not anxiously inquire of you who you are, but it will ask you, "What can you do?"

14. If we have whispered truth,
Whisper no longer;
Speak as the tempest does,
Stern and stronger.

15. But, when he caught the measure wild,
The old man raised his head and smiled.

16. If you would know the deeds of him who chews,
Enter the house of God, and see the pews.

17. Mysterious are his ways, whose power
Brings forth that unexpected hour,
When minds that never met before
Shall meet, unite, and part no more.

XVII. WRITTEN ANALYSIS.

THE FIRST MODEL.

| | |
|------------------|--|
| <i>Sentence.</i> | |
| Jane | the subject. |
| wrote | the predicate. |
| that | modifier of the object. |
| letter | the object. |
| with | preposition, introducing the phrase, with a pen. |
| a | modifier of the object of the phrase. |
| pen, | the object of the phrase. |
| by | preposition, introducing the phrase, by moonlight. |
| moonlight. | the object of the phrase. |

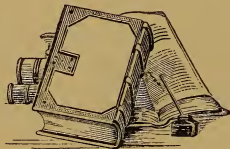
SECOND MODEL.

| | |
|------------------|--|
| <i>Sentence.</i> | |
| The | modifier of the subject, night. |
| night, | the subject of the principal sentence. |
| which | the subject of the subordinate sentence. |
| was | was dark, the predicate of the subordinate sentence. |
| excessively | modifier of the predicate, was dark. |
| dark, | |
| had | had closed, the predicate of the principal sentence. |
| already | modifier of the predicate, had closed. |
| closed. | |

EXERCISE.

Direction—Analyze the sentences in the following exercise :

1. With features so plain that not even self-love could persuade her she was handsome, yet she was exceedingly anxious to be thought beautiful. 2. Moses smote the rock with his rod. 3. Law, in its most limited sense, is a rule of human action. 4. In those days came John the Baptist preaching in the wilderness. 5. Alas ! Within the last quarter of a century our republic has been called to mourn the loss of many of her noblest sons. 6. Yea, though I walk through the valley and the shadow of death, I will fear no evil.



SECTION III.

ETYMOLOGY AND SYNTAX.

XVIII. THE NOUN.

Uses—Nouns are used: (1) As the subject of a sentence. (2) As the object of a sentence, of a phrase, or of a verb which has no subject. (3) In the predicate with a verb. (4) As the modifier of another noun. (5) As an independent element.

Remark—Nouns perform no other offices than those named above; therefore, when we know how to use a noun in each of these five different ways, we understand the noun. Any classification that does not lead to a correct understanding of the noun in at least one of these uses is useless. No classification of nouns can be of practical utility; hence, we have omitted the division of nouns into proper and common as superfluous.

XIX. THE PRONOUN.

Uses—The pronoun performs the same offices that nouns do, and in addition to these uses it may connect two different sentences; as, The boy who studies, will improve.

Remark—The classification of pronouns into adjective and interrogative have been omitted, because, (1) It is impracticable; and, (2) No word can ever be an adjective and pronoun at the same time; of the list of interrogative pronouns, who is the only word that is a pronoun; the remainder are adjectives.

Rule 27—Do not use pronouns needlessly.

EXERCISE I.

Direction—Correct the errors in the following sentences:

MODEL—James B. Turner his book. James B. Turner's book.

1. Goold Brown his "Grammar of English Grammars," is an

excellent work. 2. And then there is a good use for Pallas her glass. 3. It isn't true what he said. 4. It is without any proof at all what he subjoins.

Rule 28—A pronoun must not be made to represent an adjective.

EXERCISE II.

Direction—Correct the errors in the following sentences :

MODEL—We love to see a man kind, which is an evidence of greatness. We love to see a man kind, for kindness is an evidence of greatness.

1. Some men are too ignorant to be humble, without which there is no docility. 2. Every law supposes the transgressor to be wicked; which, indeed, he is, if the law is just. 3. To be dextrous in danger is a virtue, but to court danger to show it is weakness. 4. Be accurate in all you say or do, for it is important in all the concerns of life. 5. We love to see a man modest, because it is a sign of merit.

Principle—Pronouns are distinguished as personal and relative.

Definition—A personal pronoun is a pronoun that always represents the same grammatical person.

LIST—See page —.

EXERCISE I.

Direction—Tell the personal pronouns in the following sentences : 1. I am fond of work. 2. We reverence old age. 3. You learn fast. 4. He is clever. 5. She walks gracefully. 6. They are very silent. 7. John thinks himself a man. 8. You love yourself very much. 9. The porter admitted us.

EXERCISE II.

Direction—Fill the following blanks with personal pronouns : 1. love to study grammar. 2. If is good is loved. 3. help you, but do not help 4. study music. 5. have gone to New York. 6.,, and were boys together.

Rule 29—The personal pronoun *them* should not be used for the adjective *those*.

EXERCISE III.

Direction—Correct the errors in the following sentences :

MODEL—Bring me them apples. Bring me those apples.

1. We have brought some of them French roses. 2. Do you like them fuschias as well as ours? 3. Them boys understand arithmetic. 4. Them peaches are not ripe. 5. Them geraniums are very beautiful.

Rule 30—Do not make use of a personal pronoun when by its use there may be doubt for what word or words it represents.

EXERCISE IV.

Direction—Correct the errors in the following sentences :

MODEL—Helen sent Mary a pot of jelly, which she said she made for her husband. Helen sent Mary a pot of jelly, which she said she made for Mary's husband.

1. The farmer told the lawyer that his ox had gored his horse. 2. We were struck with the grandeur of the scenery in the neighborhood of the cascade, and could not help admiring it. 3. Pope wrote to Addison that he was aware of his efforts to injure his reputation. 4. The simplicity of style maintained throughout the book causes us to admire it. 5. A man does not always appreciate his friend's kindness when he sacrifices his comfort to promote his happiness.

THE RELATIVE PRONOUN.

Definition—A relative pronoun is one that relates to a word, phrase, or sentence for which it stands, in such a way as to connect two separate sentences.

LIST—See page —.

EXERCISE I.

Direction—Tell the relative pronouns in the following sentences: 1. This is the lady who called on you. 2. I have lost the book which I bought. 3. I have seen the largest elephant that was ever brought to this country. 4. Whoever comes will enjoy the trip. 5. Whichever I select I fear she will blame me. 6. Whatever he saith unto you do it. 7. Who comes here?

EXERCISE II.

Direction—Fill the blanks in the following sentences with relative pronouns: 1. I honor him honors me. 2. Solomon was the wisest man ever lived. 3. The boy studies will improve. 4. I know you wish. 5. went to town yesterday? 6. he desires I will do. 7. did Flora marry?

Rule 31—(1) Who is properly applied to intelligent beings, and to things personified. (2) Which should be applied to things or to names of persons regarded merely as names. (3) That is applicable to persons, animals, and things, and should be used in preference to who or which.

1. When the relative introduces a modifier which is restrictive, and could not be introduced by and he, and it, and they, etc.

2. When it represents the pronoun who.

3. After same, all, any, very, no, and adjectives expressing quality in the highest degree.

4. When it represents words following it is, it was, etc.

5. When both persons and things are referred to.

EXERCISE III.

Direction—Correct the errors in the following sentences:

MODEL—Our Father which art in heaven. Our Father who art in heaven.

1. Too low they build which build beneath the skies. 2. Such were the trials of Job, who has become another name for patience. 3. Man, that is born of woman, is of few days and full of trouble. 4. Who is she who comes here every day. 5. All which can be done has been done. 6. All the dogs which bark at me I will kill. 7. This is the same book which he had borrowed. 8. No man who swears will be admitted. 9. It was I who wrote him a letter. 10. The nominative names are the person or thing which acts. 11. Look at some of the artists and masterpieces which ancient Greece produced. 12. Some men who were there said so. 13. Some apples which are ripe do not taste well.

Rule 32—A relative pronoun must not be made to represent an indicative assertion.

EXERCISE IV.

Direction—Correct the errors in the following sentences :

MODEL—We repaired our ship, which having been done, we again set sail. We repaired our ship. This having been done, we again set sail.

1. The man opposed me, which was anticipated. 2. The soldiers refused obedience, which was explained. 3. The gentleman called here this evening, which shows his respect for us. 4. The speaker spoke very intelligently, which verifies the statement that he is educated. 5. Caesar overcame Pompey, which was lamented.

Rule 33—A conjunction should not be used before a relative pronoun unless there are two or more subordinate sentences containing a relative pronoun to be connected.

Remark—But if there are two or more subordinate sentences introduced by a relative, a conjunction may be used ; but there is no rule requiring its use.

EXERCISE V.

Direction—Correct the errors in the following sentences :

MODEL—Mr. Barnes, a farmer, and who often teaches school, is a candidate for governor. Mr. Barnes, a farmer, who often teaches school, is a candidate for governor.

1. The elephant, the largest quadruped, and which sometimes attains the height of fifteen feet, can draw heavy loads. 2. Taylor, the whig, candidate for the presidency, and who was elected by a small majority, died before his term of office expired. 3. The boa constrictor, the largest of serpents, and which can kill the deer, is found in South America. 4. Mr. Buchanan, the oldest inhabitant of this city, and who died this morning, lived an exemplary life. 5. Webster, the lexicographer, and who wrote an "Elementary Speller," was remotely connected to Webster the statesman.

Rule 34—When two or more subordinate sentences, containing a relative pronoun referring to the same word or words, are joined by a conjunction the same relative must be used.

EXERCISE VI.

Direction—Correct the errors in the following sentences :

MODEL—No man that loves his family, or who regards his own happiness, can be a drunkard. No man that loves his family, or that regards his own happiness, can be a drunkard.

1. No teacher that has a determination linked with a sound judgment, and who has the real interest of his pupils at heart, can help succeeding. 2. Those travelers that have penetrated into the interior of Africa, and who have given us an account of their explorations, say it is a wonderful country. 3. What surprises me most, and which may well surprise every person, is that men will live and die in sin. 4. People who are ignorant, and that do not appreciate knowledge, will never be of any importance. 5. Cotton which is raised in great abundance, and that commands a good price, forms the staple of Arkansas.

Rule 35—(1) A relative pronoun, which is the subject or the object of a subordinate sentence, should be placed next the word or words for which it stands.

(2) When a relative is the object of a preposition it should be placed between the word or words for which it stands and the sentence with which it is construed.

EXERCISE VII.

Direction—Correct the errors in the following sentences:

MODEL—A man should first count the costs, who is about to build a house. A man, who is about to build a house, should first count the costs.

1. Those deserve punishment who break the law. 2. Alfred freed England from the Danes, who was a courageous king. 3. The man is a common place man who has no enemies nor friends. 4. John defeated Albert, who never was defeated. 5. The world is not our world in which we sojourn. 6. The house is not our house in which we live.

Rule 36—(1) Do not use the adverb *where* for *in which*, nor *whence* for *from which*, unless place is literally referred to. (2) When place is literally referred to, *in which* must not be used for *where*, nor *from which* for *whence*.

EXERCISE VIII.

Direction—Correct the errors in the following sentences :

MODEL—Can you remember the book where you saw that sentence? Can you remember the book in which you saw that sentence?

1. I will soon visit the house where I once lived. 2. I do not know the premises whence he formed such conclusions. 3. A noun is defined as a name, whence it follows that John is a noun. 4. There is no principle given whence such a rule can be obtained. 5. There are characters where there seems to be no redeeming features. 6. Travelers are in doubt as to the spot in which Palmyra stood. 7. I have recently visited the house where I used to live. 8. I will start next Monday to the place in which I fought my hardest battle. 9. The harbor from which we sailed was gay with flags.

Rule 37—Do not omit a preposition and a relative connecting a subordinate to a principal sentence.

EXERCISE IX.

Direction—Correct the errors in the following sentences :

MODEL—The winter I taught my first school was a remarkably cold winter. The winter in which I taught my first school was a remarkably cold winter.

1. What else could Johnson do in the circumstance he was placed? 2. To give directions as to the manner it should be studied is beyond my power. 3. Man has succeeded when he answers the ends he was made. 4. Alexander stayed four days in the place he was. 5. The morning he started he said he never would return. 6. The teacher I went to school to is a good scholar. 7. The day I entered college was the day the great meteoric showers first fell.

XX. PROPERTIES OF NOUNS AND PRONOUNS.

Principle—To nouns and pronouns belong the properties of person, number, gender, and case.

PERSON.

Definition—Person is that property of nouns, pronouns, and verbs which distinguish the speaker, the person addressed, and

the person or thing spoken of.

Principle—There are three persons: The first, the second, and the third.

Definition—The first person denotes the speaker or writer.

Definition—The second person denotes the person or thing addressed.

Definition—The third person denotes the person or thing spoken of.

EXERCISE I.

Direction—Tell the person of the nouns and the pronouns in the following sentences: 1. I, John, make a decree. 2. I, Peter, speak these things unto you. 3. I shall go to see you and James to-morrow. 4. His praise, ye brooks, attune. 5. The last words of Mohammed were: "O God! pardon my sins." 6. Andrew Jackson, you were one president of the United States. 7. The fool laughs at his own folly. 8. Who has gone to New York? 9. You, he, and I will recite together. 10. I will have revenge.

EXERCISE II.

Direction—Fill the following blanks with nouns and pronouns and tell the person of each: 1. was executed for murder. 2. art the man. 3. The father called sons and daughters around 4. was wrong to urge me so. 5. Art a spirit of earth or air? 6. went to New York. 7. is a very large city in

Rule 38—The arrangement of the persons should be: The second, first; the third, next; and the first, last, unless a fault or a common calamity is acknowledged, when this order should be reversed.

EXERCISE III.

Direction—Correct the errors in the following sentences:

MODEL—John and you may parse that sentence. You and John may parse that sentence.

1. Will you go to the concert with me and Flora? 2. I think that I and Dora and you are entitled to prizes. 3. Jack and I and father caught that mink. 4. My people and I have sinned. 5. You, John and I have committed a very great crime.

Rule 39—A pronoun must agree with the noun for which it stands in person; but if the pronoun stands for several nouns of different persons, it agrees with the first in preference to the second, and the second in preference to the third.

EXERCISE IV.

Direction—Correct the errors in the following sentences:

MODEL—My brother John and I will go to his father's this afternoon. My brother John and I will go to our father's this afternoon.

1. You and I cannot always have what you desire.
2. I must have met James and you, but I did not recognize either of them.
3. You and your brother will not disobey his mother.

NUMBER.

Definition—Number is that property of all nouns and pronouns and of certain verbs and adjectives that distinguishes unity from plurality.

Principle—There are two numbers: the singular and the plural.

Definition—The singular number denotes but one.

Definition—The plural number denotes more than one.

EXERCISE I.

Direction—Tell the number of the nouns and the pronouns in the following sentences: 1. The boy plays ball. 2. The book lies on the table. 3. Oxen work for their masters. 4. We love to think of home. 5. I will never give away my character for pleasures. 6. Women are the natural companions of men. 7. I called to see my friend.

EXERCISE II.

Direction—Fill the following blanks with nouns and pronouns and tell the number of each: 1. are found in Africa. 2. work for 3. The was introduced in this country at an early date. 4. and went to Boston. 5. are found wild in the mountains of Arkansas.

Rule 40—The plural of nouns is regularly formed by adding s to the singular.

EXERCISE III.

Direction—Form the plural of the following nouns: 1. Boy. 2. Day. 3. Cobbler. 4. Chimney. 5. Gulf. 6. Mary. 7. Flora. 8. John. 9. Hat. 10. Dwarf. 11. Money. 12. Cuckoo. 13. Monkey.

Rule 41—Nouns ending in *ch* soft, *s*, *sh*, *x*, *z*, or in *i*, or *u*, preceded by a consonant, take *es* to form their plural.

Remark—The following nouns ending in *o* are exceptions to this rule and form their plurals regularly: *Canto*, *duodecimo*, *grotto*, *halo*, *juncto*, *lasso*, *major-domo*, *memento*, *octavo*, *portico*, *quarto*, *sirocco*, *solo*, *tyro*.

EXERCISE IV.

Direction—Form the plurals of the first ten nouns and correct the errors in the formation of the plurals of the latter six: 1. Torch. 2. Gas. 3. Gash. 4. Waltz. 5. Alkali. 6. Cargo. 7. Memento. 8. Negro. 9. Tax. 10. Zero. 11. Axs. 12. Topazs. 13. Soloes. 14. Negros. 15. Gnues. 16. Porticoes.

Rule 42—A noun of general application ending in *y* preceded by a consonant changes *y* into *i* and adds *es* to form its plural.

EXERCISE V.

Direction—Form the plurals of the first ten nouns and correct the errors in the formation of the plurals of the latter four: 1. City. 2. Lady. 3. Fancy. 4. Lily. 5. Fairy. 6. Soliloquy. 7. Ally. 8. Vanity. 9. Bounty. 10. Sympathy. 11. Qualitys. 12. Quantityes. 13. Mercys. 14. Glories.

Rule 43—(1) Compounds consisting of a name preceded by a title form their plurals by varying either the title or the name, but not both of them. (2) A title used with two or more different names is made plural.

EXERCISE VI.

Direction—Form the plurals of the first four nouns and correct the errors in the formation of the plurals in the latter three nouns in the following sentences: 1. The two Mr Hiek were in town to-day. 2. We visited the two Miss Tucker. 3. The three Mr. Plum will go to Little Rock. 4. Miss Grey will visit us tomorrow. 5. The three Profs. Hynes were here yesterday. 6. The

two Doctors Joneses visited their patients. 7. The Misses Ellen and Susan Whites will go to church.

Rule 44—The plural of figures, letters, characters, etc., is formed by annexing an apostrophe and s.

EXERCISE VII.

Direction—Form the plurals of the first four characters and correct the errors in the formation of the plurals in the latter, four characters in the following sentences: 1. The s are not written correctly. 2. Cora does not dot her i. 3. There were †, *, 9, and — found in the composition. 4. Write ten ;, :, ., ?, !, and ,. 5. She must make her ks, 4s, and ?s better. 6. He must supply .s in his composition. 7. Supply ,s where they should be in this exercise. 8. John always makes his 9s, 8.s, 5:s, and 6;s wrong.

Rule 45—The following nouns ending in f and fe form their plural by changing f or fe into ves: Beef, leaf, sheaf, thief, loaf, calf, half, elf, self, shelf, wolf, life, knife, wife.

EXERCISE VIII.

Direction—Form the plurals of the following nouns: Beefs, halves, sheafves, thiefs, loavs, calvs, halvs, elves, wives.

Rule 46—The plural of compound names is formed by pluralizing the name of most importance; if all the names are of equal importance the last name takes the plural termination.

EXERCISE IX.

Direction—Form the plural of the first five nouns and correct the errors in the formation of the plurals of the latter three nouns in the following sentences: 1. Those boys are the man's stepson. 2. They are my sister-in-law. 3. We saw the Jack o' lantern. 4. The Sir Isaac Newton of this country are very few. 5. My two brothers-in-law, live in Berlin. 6. They are women haters. 7. The Georges Washingtons of South America have never lived. 8. Every science has its Sirs Isaac Newtons.

Rule 47—Foreign nouns introduced into English composition should be pluralized in obedience to the following rules:

The termination a becomes æ, sometimes ata; as, lamina, laminae; miasma, miasmata.

Is becomes es, sometimes ides ; as, axis, axes ; apis, apisides.

Us becomes i ; as, stimulus, stimuli. REMARK—Genus becomes genera. This is the only exception to this rule.

Um and on become a ; as, medium, media ; phenomenon, phenomena.

Ex and ix become ices ; as, index, indices ; helix, helices.

O becomes i ; as, banditto, banditti.

EXERCISE X.

Direction—Form the plural of the first twenty-two nouns and correct the errors in the formation of the plural of the latter seven : Alumnus, analysis, antithesis, arcanum, axis, basis, calculus, chrysalis, crisis, datum, diuresis, ellipsis, erratum, focus, helix, larva, magus, nebula, oasis, parenthesis, synopsis, thesis, datums, memorandums, axes, bases, larvae, spectri, radiuses.

Remark—The following words have also a regular English plural : Apex, appendix, aquarium, beau, calyx, cherubim, cicerone, criterion, encomium, formula, fulcrum, gymnasium, herbarium, medium, memorandum, momentum, nucleus, radius, sarcophagus, scholium, seraph, tamen, stratum, vertex, virtuoso, vortex.

Remark 1—When a foreign word has a regular English form for its plural it is better to write the English plural than the foreign plural.

Remark 2—The following nouns have no singular : Aborigines, annals, antipodes, archives, ashes, assets, belleslettres, billiards, bitters, breeches, calends, cattle, clothes, dregs, eaves, embers, entrails, filings, fireworks, goods, greens, grounds, hatches, headquarters, ides, lees, literati, mammalia, manners, matins, minutæ, morals, nones, nuptials, paraphernalia, ravelings, regalia, riches, shambles, spectacles, suds, teens, thanks, tidings, trousers, vespers, victuals, vitals, wages, withers, colors (banners), drawers (an article of clothing), letters (literature), and the scientific names of many orders and families of beasts, birds, fishes, and insects, also the names of all instruments composed of two parts.

Remark 3—The following nouns are always singular : Apocrypha, hysterics, measles, news, the names of sciences ending in ics, as, mechanics, hydraulics, politics, mathematics, etc.; the

names of many qualities, actions, vices, virtues, properties, as, courage, idleness, cohesion, roundness; the names of many arts, sciences, and diseases, as, architecture, rhetoric, bronchitis; the names of many articles sold by weight or measure, as, flax, cider, lead, milk; but when spoken of as different kinds nearly all of them take a regular plural, as, teas of China.

Remark 4—The following nouns are alike in both numbers: Alms, bass (a fish), bellows, cannon, corps (pronounced kore in the singular, kores in the plural), means, salmon, series, sheep, species, superficies, swine, vermin (seldom used in the singular).

Remark 5—Of English nouns, the following are the only simple words that form distinct plurals not ending in s:

SINGULAR—Man, woman, child, brother, ox, goose.

PLURAL—Men, women, children, brethren, oxen, geese.

SINGULAR—Foot, tooth, louse, mouse, die, penny, pea.

PLURAL—Feet, teeth, lice, mice, dice, pence, pease.

Remark 6—The following nouns have both a regular and an irregular plural with different meanings:

| <i>Singular.</i> | <i>Regular Plural.</i> | <i>Irregular Plurals.</i> |
|------------------|------------------------------|--------------------------------|
| brother, | brothers (of a family), | brethren (of a society), |
| die, | dies (stamps for coinage), | dice (cubes for gaming), |
| genius, | geniuses (men of genius), | genii (spirits), |
| head, | heads (parts of the body), | head (of cattle), |
| index, | indexes (table of contents), | indices (algebraic exponents), |
| pea, | peas (distinct grains), | pease (taken in a bulk), |
| penny, | pennies (distinct coins), | pence (an amount of money), |
| sail, | sails (pieces of canvass), | sail (vessels). |

Rule 48—A pronoun must agree with the word or words that it represents in number.

Remark 1—Sometimes a pronoun referring to a noun which names individuals taken as one whole instead of agreeing with the noun for which it stands agrees rather with the idea conveyed; as, The jury went to get their dinner; not, The jury went to get its dinner.

Remark 2—A pronoun standing for a noun preceded by many a in the principal sentence should be singular; in the subor-

dinate sentences following, it should be plural ; as, During this persecution many a martyr shed his blood ; and their names are still embalmed in the memory of the church ; not, During this persecution many a martyr shed their blood ; and his name is still embalmed in the memory of the church.

EXERCISE XI.

Direction—Correct the errors in the following sentences :

MODEL—There is such a noise that a person cannot collect their thoughts. There is such a noise that a person cannot collect his thoughts.

1. Let a young man be energetic, intelligent, and honest and people will trust them. 2. When a lion is wounded, they turn on their pursuer with fury. 3. I have lost the scissors. Have you seen it? 4. Thrifty men when they receive their wages do not spend it foolishly. 5. Many a flower is born to blush unseen and waste their sweetness on the desert air. 6. Many a book is published that is positively injurious ; if it were burned, it would be a blessing to the community. 7. The court has rendered their decision. 8. The crew were next called on deck to receive its orders. 9. The committee has separated to get its dinner. 10. The tongs should be kept in its place.

Rule 49—(1) A pronoun standing for two or more singular nouns connected by and, expressed or understood, must be plural, unless the nouns for which it stands are but different names for the same person.

(2) Singular nouns connected by and also, and too, and not, but, if not, or, nor, or as well as, have a pronoun in the singular.

(3) Also nouns limited by each, every, or no, must have pronouns in the singular.

EXERCISE XII.

Direction—Correct the errors in the following sentences :

MODEL—I have tried blue and red ink, but it does not write so well as black. I have tried blue and red ink, but they do not write so well as black.

1. Affliction, poverty, and despair—ought we not to be ready for it all? 2. The governor and statesman was here, and they

looked well. 3. Columbus and John Cabot also showed their determination to make discoveries. 4. Jane as well as Della will succeed if they try. 5. It was Columbus and not Amerigo that discovered America by their own determination. 6. Mary and Ella, too, will learn if they study. 7. It is not the idler, but the industrious boy that will succeed by their own efforts. 8. Wickedness, if not morality, though they struggle in the conquest, must be overcome by christianity. 9. No one can tell what trials awaits them to-morrow. 10. Everybody ought to regard the dictates of their own conscience. 11. Every one may secure the reputation of being a good critic if they will find fault with everything and everybody.

Rule 50—(1) A pronoun standing for two or more singular nouns connected by or or nor must be in the singular; but if one of the nouns is singular and the other plural the plural noun is placed last and the pronoun made plural.

(2) If the nouns are of different persons, the pronoun must be used in the proper person with each, or the sentence so altered as to omit the pronouns.

EXERCISE XIII.

Direction—Correct the errors in the following sentences:

MODEL—Walter Taylor or his father passed with their face tied up this morning. Walter Taylor or his father passed with his face tied up this morning.

1. If you want to buy a good buggy or wagon I can tell you where to find them. 2. We have no evidence that either John or Arthur loved their teacher. 3. Neither Plato nor Aristotle thought it proper to tell to the world the doctrines they freely taught their followers. 4. Neither wealth nor talent should be wrapped up in a napkin by those who possess them. 5. If you want a house or desirable lots, I can tell you where to find it. 6. Neither talent nor riches should be laid away in a napkin by those who possess it. 7. Peace cannot be obtained until the Hungarians or Austria surrender its claims. 8. You or I must abandon his claims. 9. Neither you nor he should promise yourself success in that cause. 10. Neither John nor I will allow our children to grow up in ignorance.

GENDER.

Definition—Gender is that property of nouns and pronouns which distinguishes them with regard to sex.

Principle—Nouns and pronouns have two genders; the masculine and the feminine.

Definition—The masculine gender denotes males.

Definition—The feminine gender denotes females.

EXERCISE I.

Direction—Tell the gender of the nouns and pronouns in the following sentences: 1. John milks the cow for Jane. 2. He studies Latin and Greek. 3. She went to church this evening. 4. Boys and girls are our future men and women. 5. The administrator sold the property. 6. The authoress wrote a poem. 7. The gentleman accompanied the lady to church.

EXERCISE II.

Direction—Fill the blanks in the following sentences with nouns and pronouns and tell the gender of each:

1. went to Boston. 2. Every likes to own
..... the best. 3. lives in 4. was Queen
of England. 5. entertained with and
was an English poetess. 6. should venerate the old.

Rule 51—Singular nouns of different genders taken separately must have different pronouns of different genders to represent them.

Remark—Nouns including both males and females are to be regarded as masculine.

EXERCISE III.

Direction—Correct the errors in the following sentences:

MODEL—No boy or girl in school can parse this sentence without he has assistance. No boy or girl in school can parse this sentence without he or she has assistance.

1. Please to ask George or Ida for her pencil. 2. Anna or Samuel will go to the circus if he can. 3. Every boy and every girl were in their seat. 4. No boy or girl should disobey their teacher. 5. No gentleman or lady will insult their inferiors.

6. No teacher should require a pupil to do what she can not do.
7. We should respect an aged person whether he or she be wise or foolish.

PERSONIFICATION.

Definition—Personification is an intentional deviation from the ordinary application of words by which we represent inanimate things as possessing life.

Rule 52—(1) A noun destitute of gender must be represented by a pronoun which is destitute of gender.

(2) A noun personified has gender, and the pronoun representing it must agree with it in gender.

Remark 1—Young animals and infants are often represented by pronouns destitute of gender when their gender is not known.

Remark 2—Fierce, vast, and sublime objects are personified as males; gentle, delicate, and beautiful objects are personified as females.

EXERCISE IV.

Direction—Correct the errors in the following sentences:

MODEL—The polar bear is rarely to be seen in menageries, as it suffers so much from heat that he is not easily preserved in confinement. The polar bear is rarely to be seen in menageries as he suffers so much from heat that he is not easily preserved in confinement.

1. The moon, apparent queen, unveiled its peerless light, and o'er the dark its mantle threw.
2. The inertia of the earth carries her along.
3. I like to be in a boat when she is rowed across the river.
4. The earth is an ever bounteous mother to its children.
5. There is no orator so persuasive as fashion; it has but to open its lips, and no one thinks of gainsaying its words.

CASE.

Definition—Case is the property of nouns and pronouns which shows their relation to other words.

Principle—Nouns and pronouns have three cases; the nominative, the possessive, and the objective.

Definition—The nominative case is that form which a noun or a pronoun has when it is the subject of a sentence or when it is used in the predicate with a verb or independently.

Definition—The possessive case is that form which a noun or a pronoun has when it denotes ownership, origin, or fitness.

Definition—The objective case is that form which a noun or a pronoun has when it is the object of a verb, a phrase, or a sentence.

EXERCISE I.

Direction—Tell the case of the nouns and the pronouns in the following sentences : 1. Columbus discovered America. 2. Living toads are very often found in the middle of huge rocks. 3. Beautiful pictures adorn my friend's apartment. 4. The teacher is my friend. 5. John, come here, for I wish to see you. 6. The people love their friends. 7. Our friends wish for our success.

EXERCISE II.

Direction—Fill the following blanks with nouns and pronouns and tell the case of each : 1. went to 2. wrote a 3. In the proper for is change of 4. One I looked upon, the gentle 5. recite in and every day.

Rule 53—The possessive case of singular nouns and of plural nouns not ending with an s is formed by adding an apostrophe and s to the nominative. Plural nouns ending with an s form their possessive case by adding the apostrophe to the nominative.

Remark 1—In a few words ending in the singular with the sound of s or of c (soft) the additional s is omitted in forming the possessive case : as, conscience' sake ; Felix' room.

Remark 2—The form of the noun is the same in the nominative and the objective cases.

EXERCISE III.

Direction—Form the possessive case of the first ten nouns and correct the errors in the formation of the possessive of the latter five : 1. Axe. 2. Door. 3. Lock. 4. Men. 5. Horses. 6. Foxes. 7. Science. 8. Eagles. 9. Women. 10. Dog. 11. Quackenbos's

grammar. 12. Whites' arithmetic. 13. Fox's. 14. Horses. 15. Axes'.

Rule 54—The apostrophe should not be used in forming the possessive case of pronouns.

EXERCISE IV.

Direction—Correct the errors in the following exercise:

MODEL—It's; its.

1. Our's. 2. Theirs'. 3. Your's. 4. His'. 5. It's. 6. Whose'.

DECLENSION.

NOUNS.

| COMMON. | <i>Sing.</i> | <i>Plural.</i> | <i>Sing.</i> | <i>Plural.</i> | <i>Sing.</i> | <i>Plural.</i> |
|-------------|--------------|----------------|--------------|----------------|--------------|----------------|
| Nominative, | pig | pigs | boy | boys | ox | oxen |
| Possessive, | pig's | pigs' | boy's | boys' | ox's | oxen's |
| Objective, | pig | pigs | boy | boys | ox | oxen |

PROPER.

| | | | | | | |
|-------------|--------|----|---------|----|------------|----|
| Nominative, | John | —— | Ellen | —— | Clarence | —— |
| Possessive, | John's | —— | Ellen's | —— | Clarence's | —— |
| Objective, | John | —— | Ellen | —— | Clarence | —— |

PRONOUN.

Personal—

FIRST PERSON.

| | <i>Sing.</i> | <i>Plural.</i> |
|-------------|---------------|----------------|
| Nominative, | I, myself, | we, ourselves, |
| Possessive, | my, mine, ——, | our, ours, ——, |
| Objective, | me, myself, | us, ourselves. |

SECOND PERSON.

| | <i>Sing.</i> | <i>Plural.</i> |
|-------------|--------------------------|------------------|
| Nominative, | thou, thyself, yourself, | you, yourselves, |
| Possessive, | thy, thine, ——, | your, yours, ——, |
| Objective, | thee, thyself, | you, yourselves. |

THIRD PERSON.

| | <i>Sing.</i> | <i>Plural.</i> |
|-------------|--------------|-------------------|
| Nominative, | he, himself, | they, themselves, |

| | | |
|-------------|---------------|-------------------|
| Possessive, | his, —, | their, theirs, — |
| Objective, | him, himself, | them, themselves, |
| Nominative, | she, herself, | they, themselves, |
| Possessive, | her, hers, —, | their, theirs, —, |
| Objective, | her, herself, | them, themselves. |

*Sing.**Plural.*

| | | |
|-------------|-------------|-------------------|
| Nominative, | it, itself, | thy, themselves, |
| Possessive, | its, —, | their, theirs, —, |
| Objective, | it, itself, | them, themselves. |

Relative—*Singular and Plural.*

| | | | |
|-------------|--------|------------|-------------|
| Nominative, | who, | whoever, | whosoever, |
| Possessive, | whose, | whosever, | whosoever, |
| Objective, | whom, | whomever, | whomsoever, |
| Nominative, | which, | whichever, | whichever, |
| Possessive, | whose, | whosever, | whosoever, |
| Objective, | which, | whichever, | whichever. |

Remark 1—That has no variation to denote case.**Remark 2**—Personal pronouns of the second singular number are never used except in solemn style.**Rule 55** - (1) When several possessive words modify the same noun the sign of the possessive is annexed to the last only; but if they modify different nouns the sign is annexed to each separately.

(2) When the possessive noun has another explaining it (see Rule 60) the sign is annexed to the nearest the noun modified.

(3) If the possessive is followed by another modifying word or phrase the sign is annexed to the latter and not the noun.

(4) A succession of possessives or of phrases denoting possession should be avoided.

EXERCISE V.**Direction**—Correct the errors in the following sentences:

1. I have both White and Stoddard's arithmetic. 2. Adam's and Eve's Creator is our Creator. 3. We have read Jeremiah's the prophet lamentation. 4. That book is my wife's brother's friend's book. 5. This is the hat of the brother of the partner of

the son of the lawyer. 6. I wish you would ask somebody's else's advice. 7. The mayor's of New York visit to San Francisco was made pleasant by the beautiful weather.

Rule 56—A noun in the possessive case must not be separated from the noun which it modifies by a sentence.

EXERCISE VI.

Direction—Correct the errors in the following sentences :

MODEL—Our friend's, for friend he certainly is, company was very agreeable. The company of our friend, for friend he certainly is, was very agreeable

1. Such was the gentleman's, if we may call him a gentleman, career. 2. Uncle Peter's, as we commonly call him, story was enjoyed by us. 3. Cato's, for this is the name he wears, poetry is not sublime. 4. Queen Bess's, who was once queen of England, reign was full of victories.

Rule 57—The possessive pronouns my, thy, his, her, its, etc., must be repeated or inserted as often as the sense or construction of a sentence requires them.

EXERCISE VII.

Direction—Correct the errors in the following sentences :

MODEL—The people who were here are inhabitants of Princeton and vicinity. The people who were here are inhabitants of Princeton and its vicinity.

1. Many verbs vary both their signification and construction. 2. Esau thus threw away both his religious and civil inheritance. 3. The man and wife were at the fair. 4. His own and wife's wardrobes are packed up in a firkin. 5. We give in to-day's paper a report of the schools in Huntsville and vicinity.

Rule 58—I, we, thou, ye, he, she, they and who are nominative forms and must not be used in the objective case. Me, us, thee, him, her, them and whom are objective forms, and must not be used in the nominative case.

EXERCISE VIII.

Direction—Correct the errors in the following sentences :

MODEL—John and me went to town. John and I went to town.

1. We have not learned whom was invited. 2. Him and me will go. 3. Whom are you? 4. Whom are reciting in grammar? Her and me. 5. You learn faster than me. 6. Me being satisfied, you should be so, too. 7. My being tired, John finished my task. 8. Us absent, matters will probably be neglected. 9. Him that hath eyes to see, let him see. 10. Them that are athirst, let them drink. 11. We will meet you and he to-morrow in town. 12. Take care to who you give that letter. 13. I will go to see they. 14. Mary gave I a rose. 15. We received they with pleasure. 16. Who did John marry? 17. Who should I trust, if not he with who I have lived with for years? 18. Let whoever you wish meet me in conference.

Rule 59—Do not make the same word the object of a verb and a preposition, or of two prepositions with intervening words between them.

EXERCISE IX.

Direction—Correct the errors in the following sentences:

MODEL—We should obey, and pay adoration to our parents. We should obey our parents and pay adoration to them.

1. We should respect and confide in our friends. 2. The man is a native of, and educated in, France. 1. Children should honor, confide in, and have love for, their parents. 4. Teachers should have a love for, and a deep interest in, their pupils. 5. The people of the South cultivate large crops of, and realize some profit from, cotton.

Rule 60—A noun or a pronoun used as an explanatory modifier, must be in the same case as the word explained.

EXERCISE X.

Direction—Correct the errors in the following sentences:

MODEL—Now, therefore, come thou, let us make a covenant, I and thou. Now, therefore, come thou, let us make a covenant, thee and me.

1. Now, therefore, come thou, we will make a covenant, thee and me. 2. Not to every man, but to the man of God, he that is led by the spirit of God. 3. Christ and Him crucified is the head,

and the only head, of the Church. 4. Our Shepherd, him who is styled King of Saints, will certainly give his saints the victory.

XXI. PROMISCUOUS EXAMPLES.

Direction — Correct the erroneous sentences, and tell the sentences which are correct in the following exercise :

1. arthur b. jones, His Book. 2. it Is Not so What john told father. 3. We love to see a men Generous, for it shows a noble spirit. 4. A poor wayfaring man of grief hath often met me. 5. I went to see them boys who said that them girls had gone to school. 6. John tried to see James in the Crowd, but could not, because he was so short. 7. "I can not," has never accomplished anything. 8. Be sure not to tell any one that the dog what barks will bite. 9. It was I who spoke, it was he who was silent; 10. He is the very man whom I wanted to see: 11. The teacher open school, which having been done we began studying our lesson. 12. John Jones, a very wealthy farmer, and who died recently, was among my most intimate friends. 13. It was Joseph that was sold into Egypt, who became governor of the land, and which saved his father and brothers from famine. 14. Your committee would suggest some improvement in the seats as they have been informed that some seats are occupied by boys that have no backs. 15. John defeated Albert, who never was defeated. 16. The world which we sojourn in is not our own. 17. Arthur can not tell the spot in which he stood. 18. That is the house where I once lived. 19. The winter I taught school in Eureka was a remarkably cold winter. 20. Reason's whole pleasure, all the joys of sense, lie in three words:—health, peace, and competence. 21. My people and I have sinned. 22. I, he, and you have seen much pleasure together. 23. My sister Fanny and I will go to her aunts this afternoon. 24. Beds are stuffed with cat-tails but not with catstails. 25. There are many negros in this city. 26. The girls are accustomed to sit in porticoes and study. 27. I have lectured in over fifteen hundred citys. 28. I am acquainted with the two Misses Browns. 29. Marcus doesn't dot his is cross his ts nor shade his ms. 30. Are you perfectly sure, that you have fully succeeded.

31. Let a young be persevering, energetic, and ambitious and they will succeed. 32. The committee separated to get its dinner. 33. Many a book is published that is positively injurious; and if it were burned it would be a blessing to the community. 34. Any one may secure the reputation of being a good writer if they will obey the rules of grammar. 35. Neither talent nor wealth should be wrapped up in a napkin by those who possess them. 36. If you want books or a pen I have them. 37. You or I am wrong. 38. No boy or girl should disobey his teacher. 39. Can nothing be done to coax this fop and coxcomb to abandon their folly? 40. The lion when first attacked fights with very great energy, but when he finds your determination equals his it will allow you to capture it. 41. A student should do his or her best. 42. Here sorrow sits veiling its eyes. 43. Was it you that introduced me to him? 44. The first day of April is called all fools day. 45. Victoria's and Albert's eldest daughter has married the prince of Prussia. 46. This book is Mr. Hay's clerk's wife's brother's. 47. This is the store of the brother-in-law of the partner of the son of our minister. 48. The mayor's of Boston visit to New York was not a pleasant one. 49. Annie Davis' book. 50. This book is our's; that book your's. 51. Such was the student's, if student he may be called, method of study. 52. All the people were present from Trenton and vicinity. 53. Whom are reciting in geography? her and me.

XXII. PARSING.

The following are the models for parsing nouns and pronouns :
FIRST MODEL—The tree is known by its fruit.

"Tree" is a noun; third person; singular number; nominative case.

"Its" is a pronoun; personal; third person; singular number; possessive case.

"Fruit" is a noun; third person; singular number; objective case.

SECOND MODEL—He is a friend of mine.

"He" is a pronoun; personal; third person; singular number; masculine gender; nominative case.

"Friend" is a noun; third person; singular number; masculine gender; nominative case.

"Mine" is a pronoun; personal; first person; singular number; possessive case.

THIRD MODEL—This is the tree which produces no fruit.

"Which" is a pronoun; relative; third person; singular number; nominative case.

EXERCISE.

Direction—Parse the nouns and the pronouns in the following sentences:

1. George, bring me Haney's History, that book lying on the table. 2. The boys recite very well in arithmetic. 3. Both the men brought their axes. 4. There are many negroes in Africa. 5. Brigham Young had many wives. 6. Coffee is spelled with two f's and with two e's. 7. Dot your i's and cross your t's. 8. Mary's bonnet is here. 9. I have Brown's and Clark's grammars. 10. James is studying Stoddard's and Henkle's algebra. 11. Teas and groceries for sale here. 12. You Laplanders have large herds of reindeer. 13. This is Tennyson the poet's home. 14. Where are my cuffs? 15. I visited Misses Millie and Ada Chronister. 16. Oscar brought his book and put it on the table. 17. The messenger himself revealed the treachery. 18. Is this book yours or mine? 19. The girl who is industrious will succeed. 20. An improper fraction is one whose denominator is less than its numerator.

XXIII. WRITTEN PARSING.

MODEL.

| <i>Sentence.</i> | <i>Class.</i> | <i>Sub. Div.</i> | <i>Modifications.</i> |
|------------------|---------------|------------------|---------------------------------------|
| I | pronoun, | personal, | first per., sing. number, nom. case. |
| will | } verb, | | |
| grind | | | |
| the | adjective, | | |
| man's | noun, | | third per., sing. number, poss. case. |
| axe. | noun, | | third per., sing. number, obj. case. |

EXERCISE.

Direction—Parse the nouns and the pronouns in the following sentences as directed by the above model: 1. The river flows. 2. Rivers flow. 3. The house needs painting. 4. The glasses are all broken. 5. Julia injured her book, and soiled mine. 6. I do not care for what he says. 7. This is the very dog that bit James. 8. The boy whom I instruct learns very fast. 9. The young lady is trying to be an authoress.

XXIV. THE VERB.

Verbs are used: (1) In the predicate of a sentence; (2) As the object of the preposition to; (3) As the modifier of substantives by assuming some action or state in connection with it.

Remark—We have omitted in this chapter the moods of verbs. Our first object in omitting a classification or modification is that it is impracticable. It is an absurdity to suppose that English verbs can have the property of mood. Supposing that they can have, it would be difficult to classify them. It would require a volume to discuss them and one mastering them would not know a single line of English grammar.

Principle—Verbs are distinguished as transitive and intransitive.

THE TRANSITIVE VERB.

Definition—A transitive verb is one that expresses an action terminating on an object.

EXERCISE I.

Direction—Tell the transitive verbs in the following sentences:

1. James struck John. 2. Ann has read the book. 3. Trees bear leaves. 4. The cat has caught a mouse. 5. Haney broke the slate. 6. Ellen wrote a letter. 7. The boys have found their skates. 8. Scaling yonder peak I saw an eagle. 9. He endeavors to worship God.

EXERCISE II.

Direction—Fill the blanks in the following sentences with transitive verbs:

1. Wolves many sheep. 2. Caravans the great desert. 3. Astronomers closely the heavens at night. 4. England a powerful navy. 5. The Turks coffee. 6. Travelers many strange things. 7. Cornwallis his army at Yorktown.

Rule 61—Do not introduce a preposition to govern the object of a transitive verb.

EXERCISE III.

Direction—Correct the errors in the following sentences :

MODEL—He will commence with his studies next week. He will commence his studies next week.

1. I do not recollect of such a man. 2. Why will men pursue after pleasure. 3. She will not permit of any interference. 4. I have tried in vain to discover about his plans. 5. Transitive verbs do not admit of prepositions after them. 6. Man wants for little here below.

Rule 62—A verb which is necessarily transitive requires an object.

EXERCISE IV.

Direction—Correct the errors in the following sentences :

MODEL—She affects in order to ingratiate with you. She affects kindness in order to ingratiate herself with you.

1. I must caution against a violation of this rule. 2. Praise to God teaches to humble and lowly ourselves. 3. This author has endeavored to surpass. 4. Idleness and pleasure fatigue as soon as business.

Remark—When any form of the verb *be* is joined to another verb, the verb becomes passive. A verb without any form of the verb *be* joined to it is active.

Rule 63—When any form of the verb *be* (the forms of the verb *be* are: *bè*, *been*, *am*, *is*, *are*, *art*, *was*, *wast*, *were*) is added to a transitive verb (the form of the verb being changed to suit that form of the verb *be* which is added) the object of the sentence should be made the subject.

EXERCISE V.

Direction—Correct the errors in the following sentences :

MODEL—John was given a long lesson by the teacher. A long lesson was given to John by the teacher.

1. Arthur has been given a severe reprimand by his father
2. Our minister was given a horse and carriage. 3. I was told that story when I was a little boy. 4. Since then we have been given very good advice. 5. I have been asked my opinion on that subject.

THE INTRANSITIVE VERB.

Definition—An intransitive verb is one that denotes an action not terminating on an object.

EXERCISE I.

Direction—Tell the intransitive verbs in the following sentences:

1. James sits at the table. 2. John went to the house. 3. Ella loves to play. 4. Having recited, I sang. 5. Snow melts in the fire. 6. Horses gallop in the field. 7. Water runs down hill.

EXERCISE II.

Direction—Fill the blanks in the following sentences with intransitive verbs:

1. Roses sweet. 2. Hemp in Kentucky. 3. Tea from China. 4. Livingston in Africa. 5. The Hungarians against the Austrians. 6. Victoria over England. 7. Cornwallis at Yorktown.

Rule 64—A verb which is necessarily intransitive should not have an object.

EXERCISE III.

Direction—Correct the errors in the following sentences:

MODEL—I fear myself there are spies abroad. I fear there are spies abroad.

1. Retire thee into the drawing-room. 2. Fare thee well. 3. Sit thee down and rest thee here. 4. He will soon repent him of his crime.

Rule 65—A preposition must not be placed after an intransitive verb as its object.

EXERCISE IV.

Direction—Correct the errors in the following sentences:

MODEL—Vocal and instrumental music were made use of.
Vocal and instrumental music were used.

1. My original purpose was soon lost sight of.
2. That business has been attended to.
3. The awkward were laughed at.
4. This event was looked for.
5. Such talents should be made use of.
6. The boy has been found fault with.

XXV. PROPERTIES OF THE VERB.

Principle—To most verbs belong the properties of tense, number and person.

TENSE.

Definition—Tense is that property of the verb which distinguishes the time of the action or being.

Principle—Verbs have six tenses: the past; the prior past; the present; the prior present; the future, and the prior future.

Definition—The past tense denotes past time.

Definition—The prior past tense denotes time past before some other past time mentioned.

Definition—The present tense denotes present time.

Definition—The prior present tense denotes time past but reaching to the present.

Definition—The future tense denotes future time.

Definition—The prior future tense denotes time prior the future, but past as compared with some other future event specified.

EXERCISE I.

Direction—Tell the tense of the verbs in the following sentences:

1. The Jews were peculiar people.
2. If I were he I would not act so badly.
3. Obey the laws of your country for conscience' sake.
4. Job was patient.
5. I had already expressed my opinion before you spoke.
6. I had been asked about the matter.
7. I have completed my book.
8. John has returned home.
9. I shall see you.
10. I shall go home to-morrow.

EXERCISE II.

Direction—Fill the following blanks with verbs, and tell the tense of each :

1. Education man superior to all other animals. 2. Those who, 3. Men not 4. that in the city, I, to him. 5. of his illness, I for a physician. 6. Washington himself king.

FORMATION OF THE TENSES.

The verbs has, hast, have, had, shall and will are used to assist in forming the tenses of other verbs.

Rule 66—The past tense of verbs is regularly formed by adding d or ed to the root (simplest form) of the verb.

EXERCISE.

Direction—Form the past tense of the following verbs :

1. Love. 2. Recite. 3. Injure. 4. Turn. 5. Wish. 6. Study. 7. Save. 8. Repent. 9. Blush. 10. Inquire. 11. Help.

Rule 67—The prior past tense is formed by prefixing had before a past participle. (See page —.)

EXERCISE.

Direction—Form the prior past tense of the following verbs :

1. Hope. 2. Embrace. 3. Assemble. 4. Move. 5. Learn. 6. Call. 7. Laugh. 8. Joke. 9. Tease.

Rule 68—The prior present tense is formed by prefixing has, hast, or have before a past participle.

EXERCISE.

Direction—Form the prior present tense of the following verbs :

1. Play. 2. Curse. 3. Spell. 4. Conjugate. 5. Mew. 6. Crow. 7. Hollow. 8. Jump.

Rule 69—The future tense is formed by prefixing shall or will to the root of the verb.

EXERCISE.

Direction—Form the future tense of the following verbs :

1. Sing. 2. Drink. 3. Run. 4. Swim. 5. Mark. 6. Talk.
7. Speak. 8. Debate. 9. Defeat.

Rule 70—The prior future tense is formed by prefixing shall have or will have before a past participle.

EXERCISE.

Direction—Form the prior future tense of the following verbs: 1. Please. 2. Exhaust. 3. Cross. 4. Sooth. 5. Gather. 6. Burn. 7. Paint. 8. Play. 9. Rain.

Rule 71—(1) Use the present tense in expressing what is always true.

(2) Use the prior present tense in expressing past time reaching to the present.

EXERCISE.

Direction—Correct the errors in the following exercise:

MODEL—The teacher said the world was round. The teacher said the world is round.

1. "Copernicus was the first to teach that the earth moved round the sun." 2. The minister said that God was love. 3. The lecturer said the earth revolved from west to east. 4. The experiments proved that water was impenetrable. 5. They are traveling for the last three months. 6. Living with her for three years, I know her disposition. 7. Beatty is long been known as the manufacturer of organs and pianos.

Rule 72—(1) Use the past tense in expressing what is absolutely past.

(2) Use the prior past tense in expressing time past before some other past event.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—A great storm has set in yesterday. A great storm set in yesterday.

1. I have seen Flora last week. 2. Prof. Mann has lectured to us yesterday on English grammar. 3. I have seen Mr. McAnelly at his home yesterday. 4. I attended school in New York before last winter. 5. I delivered lectures here before I went to Europe.

Rule 73—Use the prior future tense in expressing an action

or state in the future as completed before some other future time specified.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—I shall go to school before you. I shall have gone to school before you go.

1. I will go to Washington before I reach Albany. 2. I will reach my seventeenth year before this book is published. 3. You will learn grammar before you finish arithmetic. 4. I shall arrive there before you start.

PERSON AND NUMBER.

Definitions—(See pages 47 and 49.)

Remark—The person and the number of the verb is the same as the person and number of its subject.

EXERCISE I.

Direction—Tell the person and the number of the verbs in the following sentences: 1. God moves in a mysterious way. 2. Thou seest me. 3. Little women sometimes have great minds. 4. An honest man is the noblest work. 5. Deer are innocent animals. 6. Study diligently to improve your mind.

EXERCISE II.

Direction—Fill the following blanks with verbs and tell the person and the number of each: 1. I 2. You 3. Thou 4. She problems for Annie. 5. They in their undertaking. 6. Ye 7. It and the air cold.

Rule 74—When the verb is varied to denote its person and number, the second person, singular number is regularly formed by adding *st* or *est* to the first person; and the third person, singular number is formed by adding *s* or *es* to the first person.

EXERCISE III.

Direction—Form the singular number and the second and third persons of the following verbs, and correct the formation of the second person, singular number of the latter four: 1. Love. 2. Dye. 3. Go. 4. Do. 5. See. 6. Eat. 7. Make. 8. Come.

9. Cut. 10. Blow. 11. Thou lovedest. 12. Thou walkedest. 13. Thou strengthenedest. 14. Thou triedest.

Remark 1—The following verbs are very irregular in the formation of their plurals :

SINGULAR—Is, was, has.

PLURAL —Are, were, have.

Remark 2—The verb be has am for the first person and is for the third person.

Rule 75—A verb must agree with its subject in person and number.

EXERCISE IV.

Direction—Correct the errors in the following sentences :

MODEL—Some boys writes carefully. Some boys write carefully.

1. The houses needs painting. 2. Sheep furnishes us with an important article of clothing. 3. The three cannon of the enemy is roaring. 4. No, says I. 5. We agree, says they. 6. The measles is in town. 7. Mathematics is hard to learn. 8. Politics concerns all men. 9. The man's headquarters is at New York. 10. The victuals is prepared. 11. It is I that is wrong. 12. She is one of those cheerful women that always wears a smile. 13. The absurdity of many of Mohammed's doctrines are evident. 14. The memoranda that is lost would tell us about that.

Rule 76—A noun naming a collection of objects, used as the subject, requires its verb to be plural when the individuals in the collection are thought of; but, when the collection as a whole is thought of, the verb should be singular.

EXERCISE V.

Direction—Correct the errors in the following sentences :

MODEL—A number was inclined to turn back. A number were inclined to turn back.

1. The multitude were of one mind. 2. The multitude were to large to number. 3. The number present were not ascertained. 4. The public is invited to attend. 5. The assembly was divided in their opinion. 6. The committee was unanimous in their decision.

Rule 77—Two or more subjects of the same verb taken together require the verb to be plural unless they are but different names for the same person or thing, or when they are equal to but one name.

EXERCISE VI.

Direction—Correct the errors in the following sentences :

MODEL—Ignorance and cruelty has caused this cruelty. Ignorance and cruelty have caused this cruelty.

1. America and Europe is three thousand miles distant from from each other. 2. Industry and frugality leads to wealth. 3. Bread and milk are the best food for children. 4. To spin and to weave, to knit and to sew, was once a girl's employment; but now, to dress and catch a beau is all she calls enjoyment. 5. To be round or square, to be solid or fluid, and to be moved swiftly or slowly, is equally alien to thought. 6. That we must learn, that we must work, and that we must succeed, is truths which we should never doubt. 7. That there is a God, and that he created all things, is known truths. 8. The teacher and author were in town yesterday.

Rule 78—(1) Two or more singular subjects of a verb taken separately require the verb to be singular.

(2) When subjects connected by or or nor are in different numbers the verb should be made plural, and the plural subject or subjects should be placed nearest to it.

(3) When verbs taken separately are of different persons the verb should be repeated with each if a different form is required.

EXERCISE.

Direction—Correct the errors in the following sentences :

MODEL—Every twig and every drop of water teem with life. Every twig and every drop of water teems with life.

1. Not only Virginia, but Massachusetts also, were settled by the English. 2. Energy, and nothing but energy, will insure success. 3. Benton, and Gen. Jackson also, were a native of North Carolina. 4. Della, if not Ella, were present. 5. Washington, as well as Jackson, were a brave man. 6. Not only I, but you also, was to blame. 7. Either you or your brother has informed me

wrong. 8. Neither the men nor the boy was present. 9. Either the President and his cabinet or the queen has made a great mistake.

Verbs which have no subjects are distinguished as the infinitive and the participle.

XXVI. THE INFINITIVE.

Definition—The infinitive is a verb which names the action or being without asserting it of anything; and it is generally the object of the preposition to.

EXERCISE.

Direction—Tell the infinitives in the following sentences:

1. I want you to go to town.
2. I will try to write.
3. I came here to talk.
4. I shall wait for him to get ready.
5. We have work for him to do.
6. I thought it strange for him to have failed.
7. Are you going to recite your lesson in geometry?

The present tense of the infinitive is the simplest form in which the infinitive is found and it always has to placed before except after certain verbs named in Rule 84.

Rule 79—The prior present tense of the infinitive is formed by placing to have before a past participle.

EXERCISE.

Direction—Form the prior present tense of the infinitive from the following verbs:

1. Use.
2. Yoke.
3. Practice.
4. Owe.
5. Reject.
6. Touch.
7. Qualify.
8. Neglect.
9. Purchase.

Rule 80—(1) Use the present infinitive to express an action or state not completed at the time denoted by the principal verb. (2) Use the prior present infinitive to express an action or state completed.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—He expected to have returned to-morrow. He expected to return to-morrow.

1. The Norwegians are thought to cross the Atlantic before

Columbus. 2. Before this time to-morrow we ought to have received a letter. 3. Did you expect to have accomplished what no one else has ever done before? 4. I expect to have graduated next year. 5. He is reported to study before he entered school.

Rule 81—The preposition *for* must not immediately precede the infinitive.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—He is trying *for* to succeed. He is trying to succeed.

1. Never be benevolent *for* to be seen of men. 2. We all love *for* to be praised. 3. Always strive *for* to please yourself. 4. Ever try *for* to get an education.

Rule 82—The conjunction *and* should not take the place of *to* before the infinitive.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—Try *and* write when you get home. Try to write when you get home.

1. Try *and* do as well as possible this evening. 2. Endeavor *and* do your best in writing this exercise. 3. Try *and* send the book by John. 4. Endeavor *and* remain where you are for a year longer.

Rule 83—An adverb must not be placed between *to*, when it is used before the infinitive, and the infinitive.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—To energetically perform my labors requires effort. Energetically to perform my labors requires effort.

1. It is the duty of the minister to sternly rebuke sin wherever he may find it. 2. The grammarian is not to create rules but to patiently deduce them from the writings of standard authors. 3. I seem to distinctly behold the whole scene. 4. I shall endeavor to strenuously contend for the right. 5. He tries to carelessly perform his exercise.

Rule 84—*To* should be omitted only after the active verbs

hear, make, bid (meaning order), feel (when transitive and used literally), see (when transitive), and after let, whether active or passive.

EXERCISE.

Direction – Correct the errors in the following sentences :

MODEL—Christ made the lame to walk and the blind to see.
Christ made the lame walk and the blind see.

1. The teacher bade John to come in the house 2. I feel the pain to dart from one finger to another. 3. A few words were let to slip that made me to apprehend danger. 4. Do you feel that it would be right to leave when you were bidden remain? 5. You can hear the volcanoes to rumble as if cannon were booming in the distance. 6. Please solve this question for me. 7. Help us pay for this enterprise.

XXVII. THE PARTICIPLE.

Definition—A participle is a verb that in addition to its uses as a verb performs the office of an adjective.

EXERCISE.

Direction—Tell the participles in the following sentences :

1. John has played ball. 2. By writing frequently and correcting what we have written we learn to write. 3. Having been condemned to death Socrates refused to save his life by secretly escaping. 4. Has he written a letter? 5. Do what is right, leaving the consequences to take care of themselves.

Rule 86—The present tense of the participle is formed by annexing *ing* to the root of the verb.

EXERCISE.

Direction—Form the present participle of the following verbs: 1. Read. 2. Go. 3. Lay. 4. Write. 5. Fly. 6. Grind. 7. Grow. 8. Hurt. 9. Kneel. 10. Dig. 11. Do. 12. Be.

Rule 87—The past tense of the participle is formed by adding *ed* to the root of the verb.

EXERCISE.

Direction—Form the past participle of the following verbs :

1. Respect. 2. Realize. 3. Turn. 4. Plow. 5. Save. 6. Aid.
7. Walk. 8. Recite. 9. Laugh.

Rule 88—The prior present tense of the participle is formed by placing *having* before a past participle.

EXERCISE.

Direction—Form the prior present participle of the following verbs: 1. Wheel. 2. Part. 3. Scold. 4. Wound. 5. Astonish. 6. Concern. 7. Apologize. 8. Study.

Rule 89—The, this, that, a, an, placed before a participle as its modifier converts the participle into a noun, and the preposition *of* must be introduced if an object follows.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—True happiness results from the doing one's duty.
True happiness results from the doing of one's duty.

1. The studying arithmetic is very pleasant. 2. This mere reading books cannot educate a man. 3. There is no charity in the giving money to drunkards. 4. Parsing is the resolving a sentence into its different parts of speech. 5. And his whole life was a doing the will of his father.

Rule 90—Verbs of preventing should govern a noun or a pronoun in the objective case, and if a participle follow, it should be governed by the preposition *from*.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—Add two ounces of sugar to prevent its being insipid. Add two ounces of sugar to prevent it from being insipid.

1. Nothing will prevent his being a student. 2. Does the present accident hinder your being honest and brave? 3. Nothing but determination can prevent its always taking place. 4. This did not prevent John's being discouraged. 5. The infirmities of age prevented his bearing his part of official duty.

Rule 91—Do not use a participle when its use is attended with awkwardness or obscurity.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—They refuse accepting the offered mercy. They refuse to accept the offered mercy.

1. A man's utterly neglecting the laws of health must sooner or later bring on disease. 2. We shall hereafter forbear endeavoring to conciliate them. 3. I remember its being considered quite a voyage to ascend the Hudson to Albany. 4. They refuse reciting their prayers.

List—The following verbs do not form their past tense and past participle regularly: those marked "r" have also regular form:

| <i>Present.</i> | <i>Past.</i> | <i>Past Part.</i> | <i>Present.</i> | <i>Past.</i> | <i>Past Part.</i> |
|-----------------|---------------|-------------------|-----------------|--------------|-------------------|
| Abide, | abode, | abode. | am, | was, | been. |
| arise, | arose, | arisen. | awake, | awoke, r | awake, r. |
| Bear, | bare, bore, | born. | bear, | bore, bare, | borne. |
| beat, | beat, | beat. | begin, | began, | begun. |
| behold, | beheld, | beheld. | belay, | belaid, r | belaid, r. |
| bend, | bent, r | bent, r. | bereave, | bereft, r | bereft, r. |
| beset, | beset, | beset. | beseech, | besought, | besought. |
| bet, | bet, | bet. | bid, | bade, bid, | bidden. |
| bind, | bound, | bound. | bite, | bit, | bitten, bit. |
| bleed, | bled, | bled. | bless, | blest, | blessed. |
| blow, | blew, r | blown, r. | brake, | broke, | broken. |
| breed, | bred, | bred. | bring, | brought, | brought. |
| build, | built, | built. | burn, | burnt, r | burned, r. |
| burst, | burst, r | burst, r. | buy, | bought, | bought. |
| Cast, | cast, | cast. | catch, | caught, | caught. |
| chide, | chid, | chidden. | choose, | chose, | chosen. |
| cleave, | clove, cleft, | cloven. | cleave, | cleaved, | cleaved. |
| cling, | clung, | clung. | clothe, | clad, r | clad, r. |
| come, | came, | come. | cost, | cost, | cost. |
| creep, | crept, r | crept, r. | crow, | crew, | crowed. |
| curse, | cursed, | cursed. | cut, | cut, | cut. |
| Dare, | dared, | dared. | deal, | dealt, | dealt. |
| dig, | dug, | dug. | dive, | dove, | diven. |

| <i>Present.</i> | <i>Past.</i> | <i>Past Part.</i> | <i>Present.</i> | <i>Past.</i> | <i>Past Part.</i> |
|-----------------|---------------|-------------------|-----------------|--------------|-------------------|
| do, | did, | done. | draw, | drew, | drawn. |
| dream, | dreamed, r | drest, r | drink, | drank, | drunk. |
| drive, | drove, | driven. | dwelt, | dwelt, | dwelt. |
| Eat, | ate, | eaten. | | | |
| Fall, | fell, | fallen. | feed, | fed, | fed. |
| feel, | felt, | felt. | fight, | fought, | fought. |
| find, | found, | found. | flee, | fled, | fled. |
| fling, | flung, | flung. | fly, | flew, | flown. |
| forbear, | forebore, | forborne. | forget, | forgot, | forgotten. |
| forsake, | forsook, | forsaken. | freeze, | froze, | frozen. |
| Get, | got, | gotten. | gild, | gilt, r | gilt, r. |
| girt, | gird, r | gird, r. | give, | gave, | given. |
| go, | went, | gone. | grave, | graved, | graven. |
| grind, | ground, | ground. | grow, | grew, | grown. |
| Hang, | hanged, | hung. | have, | had, | had. |
| hear, | heard, | heard. | heave, | heaved, | heaved. |
| hew, | hewed, | hewn. | hide, | hid, | hidden, hid |
| hit, | hit, | hit. | hold, | held, | held. |
| hurt, | hurt, | hurt. | | | |
| Keep, | kept, | kept. | kneel, | knelt, | kneeled. |
| knit, | knitted, | knit, kitted. | know, | knew, | known. |
| Lade, | laded, | laden. | lay, | laid, | laid. |
| lead, | led, | led. | lean, | leaned, | leant. |
| leap. | leaped, | leaped. | learned, | learned, | learnt. |
| leave, | left, | left. | lend, | lent, | lent. |
| let, | let, | let. | lie, | lay, | lain. |
| light, | lighted, lit, | lighted, lit. | lose, | lost, | lost. |
| Make, | made, | made. | mean, | meant, | meant. |
| meet, | met, | met. | mow, | mowed, | mown. |
| Out do, | out did, | out done. | | | |
| Pass, | passed, past, | past. | pay, | paid, | paid. |
| pen, | penned, | penned. | plead, | pleaded, | pled. |
| prove, | proved, | proven. | put, | put, | put. |
| Quit, | quitted, | quitted. | | | |
| Rap, | rapped, | rapt. | read, | read, | read. |

| <i>Present.</i> | <i>Past.</i> | <i>Past Part.</i> | <i>Present.</i> | <i>Past.</i> | <i>Past Part.</i> |
|-----------------|----------------|-------------------|-----------------|--------------|-------------------|
| rend, | rent, | rent. | rid, | rid, | rid. |
| ride, | rode, | ridden. | ring, | rang, rung, | rang, rung. |
| rise, | rose, | risen. | rive, | rived, | riven. |
| roast, | roasted, | roasted. | rot, | rotted, | rotten. |
| run, | ran, run, | run, | | | |
| Saw, | sawed, | sawn. | say, | said, | said. |
| see, | saw, | seen. | seek, | sought, | sought. |
| sell, | sold, | sold. | send, | sent, | sent. |
| set, | set, | set. | shake, | shook, | shaken. |
| shape, | shaped, | shapen. | shave, | shaved, | shaven. |
| shear, | sheared, | shorn. | shed, | shed, | shed. |
| shine, | shined, | shone. | show, | showed, | shown. |
| shoe, | shod, | shod. | | | |
| shoot, | shot, | shot. | shred, | shred, | shred. |
| shrink, | shrunk, | shrunk. | shut, | shut, | shut. |
| sing, | sung, sang, | sung. | sink, | sunk, sank, | sunk. |
| sit, | sat, | sat. | slay, | slew, | slain. |
| sleep, | slept, | slept. | slide, | slid, | slidden. |
| sling, | slung, | slung. | slink, | slunk, | slunk. |
| slit, | slitted, slit, | slitted, slit. | smell, | smelled, | smelled. |
| smite, | smote, | smitten. | sow, | sowed, | sown. |
| speak, | spoke, spake, | spoken. | speed, | sped, | sped. |
| spell, | spelled, | spelt. | spend, | spent, | spent. |
| spill, | spilled, | spilt. | spin, | spun, | spun. |
| split, | split, | split. | spit, | spit, | spit. |
| spoil, | spoiled, | spoilt. | spread, | spread, | spread. |
| spring, | sprang, | sprung. | stand, | stood, | stood. |
| stave, | staved, | stove. | stay, | staid, | staid. |
| steal, | stole, | stolen. | stick, | stuck, | stuck. |
| sting, | stung, | stung. | stink, | stunk, | stunk. |
| stride, | strode, | stridden. | strike, | struck, | stricken. |
| string, | stringed, | strung. | strive, | strove, | striven. |
| strow, | strowed, | strown. | swear, | swore, | sworn. |
| sweat, | sweat, | sweat. | sweep, | swept, | swept. |
| swell, | swelled, | swollen. | swim, | swam, | swum. |
| swing, | swung, | swung. | | | |

| <i>Present.</i> | <i>Past.</i> | <i>Past Part.</i> | <i>Present.</i> | <i>Past.</i> | <i>Past Part.</i> |
|-----------------|--------------|-------------------|-----------------|--------------|-------------------|
| Take, | took, | taken. | teach, | taught, | taught. |
| tear, | tore, | torn. | tell, | told, | told. |
| think, | thought, | thought. | thrive, | thrived, | thriven. |
| throw, | threw, | thrown. | thrust, | thrust, | thrust. |
| tread, | trod, | trodden, trod. | | | |
| Wake, | waked, | woke. | wax, | waxed, | waxen. |
| wear, | wore, | worn. | weave, | wove, | weaven. |
| wed, | wedded, | wed. | weep, | wept, | wept. |
| wet, | wetted, | wet, wetted, wet. | whet, | whetted, | whet. |
| win, | won, | won. | wind, | wound, | wound. |
| worked, | worked, | wrought. | wring, | wrung, | wrung. |
| write, | wrote, | written, writ. | | | |

Rule 92—(1) Be careful to give every verb its proper form.
 (2) Do not use the expressions hadn't ought, or had ought; also, improper contractions of the verb should be avoided.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—I done it myself. I did it myself.

1. Do what he has bade you do. 2. Her tongue cleft to the roof of her mouth. 3. He clumb a tree. 4. We have came here for a special purpose. 5. John come here yesterday. 6. Who done that? 7. What has he did? 8. You driv your horse too fast. 9. He may have went to Texas. 10. We heared him laugh. 11. I laid down and took a nap. 12. I seen him on the street yesterday. 13. I have saw men do that before. 14. She spinned all day. 15. She has wrote me a letter. 16. Has he swore to it? 17. You might have chose something better. 18. I have wore that hat. 19. He has took his son to the city. 20. Mr. Hodges teachd school here. 21. My book has been tore. 22. Have you shook the bottle? 23. The boys fit each other. 24. I have eat my breakfast. 25. Hadn't you better be going to school? 26. I did not know that I hadn't ought to go. 27. I ain't much cold. 28. He had ought to study grammar. 29. I had as lief to go as to stay. 30. You hadn't ought to attend play parties. 31. They dealed gently with the boy.

XXVIII. CONJUGATION OF VERBS.

Remark—The verbs may, can, must, need, might, could, and would are auxiliary verbs denoting permission, possibility, ability, desire, necessity, etc. In the conjugation (by conjugation is meant the carrying of a verb through its tenses, persons, and numbers) given below will be found their various forms:

THE VERB BE.

PRESENT TENSE.

| | <i>Singular.</i> | <i>Singular.</i> |
|----------------|--|---|
| <i>Person.</i> | $\left\{ \begin{array}{l} 1. \text{ I am,} \\ 2. \text{ Thou art,} \\ 3. \text{ He is.} \end{array} \right.$ | $\left\{ \begin{array}{l} 1. \text{ I may, can, must, or need be,} \\ 2. \text{ Thou mayst, canst, must, or needst be,} \\ 3. \text{ He may, can, must, or need be.} \end{array} \right.$ |
| | <i>Plural.</i> | <i>Plural.</i> |
| <i>Person.</i> | $\left\{ \begin{array}{l} 1. \text{ We are,} \\ 2. \text{ You are,} \\ 3. \text{ They are.} \end{array} \right.$ | $\left\{ \begin{array}{l} 1. \text{ We may, can, must, or need be,} \\ 2. \text{ You may, can, must, or need be,} \\ 3. \text{ They may, can, must, or need be.} \end{array} \right.$ |

PRIOR PRESENT TENSE.

| | <i>Singular.</i> | <i>Singular.</i> |
|----------------|--|--|
| <i>Person.</i> | $\left\{ \begin{array}{l} 1. \text{ I have been,} \\ 2. \text{ Thou hast been,} \\ 3. \text{ He has been.} \end{array} \right.$ | $\left\{ \begin{array}{l} 1. \text{ I may, can, must, or need have been,} \\ 2. \text{ Thou mightst, couldst, must, or needst have been,} \\ 3. \text{ He might, could, must, or need have been.} \end{array} \right.$ |
| | <i>Plural.</i> | <i>Plural.</i> |
| <i>Person.</i> | $\left\{ \begin{array}{l} 1. \text{ We have been,} \\ 2. \text{ You have been,} \\ 3. \text{ They have been.} \end{array} \right.$ | $\left\{ \begin{array}{l} 1. \text{ We may, can, must, or need have been,} \\ 2. \text{ You may, can, must, or need have been,} \\ 3. \text{ They may, can, must, or need have been.} \end{array} \right.$ |

PAST TENSE.

| | <i>Singular.</i> | <i>Singular.</i> |
|----------------|---|--|
| <i>Person.</i> | $\left\{ \begin{array}{l} 1. \text{ I was,} \\ 2. \text{ Thou wast,} \\ 3. \text{ He was.} \end{array} \right.$ | $\left\{ \begin{array}{l} 1. \text{ I might, could, would, or should be,} \\ 2. \text{ Thou mightst, couldst, wouldst, or shouldst be,} \\ 3. \text{ He might, could, would, or should be.} \end{array} \right.$ |
| | <i>Plural.</i> | <i>Plural.</i> |
| <i>Person.</i> | $\left\{ \begin{array}{l} 1. \text{ We were,} \\ 2. \text{ You were,} \\ 3. \text{ They were.} \end{array} \right.$ | $\left\{ \begin{array}{l} 1. \text{ We might, could, would, or should be,} \\ 2. \text{ You might, could, would, or should be,} \\ 3. \text{ They might, could, would, or should be,} \end{array} \right.$ |

PRIOR PAST TENSE.

| | | <i>Singular.</i> | <i>Singular.</i> |
|----------------|---|---------------------|---|
| <i>Person.</i> | { | 1. I had been, | 1. I might, could, would, or should have been, |
| | | 2. Thou hadst been, | 2. Thou mightst, couldst, wouldst, or shouldst have been, |
| | | 3. He had been. | 3. He might, could, would, or should have been |
| | | <i>Plural.</i> | <i>Plural.</i> |
| <i>Person.</i> | { | 1. We had been, | 1. We might, could, would, or should have been, |
| | | 2. You had been, | 2. You might, could, would, or should have been, |
| | | 3. They had been. | 3. They might, could, would, or should have been. |

FUTURE TENSE.

| | | <i>Singular.</i> | <i>Plural.</i> |
|---------------|---|---------------------------|---------------------------|
| <i>Person</i> | { | 1. I shall or will be, | 1. We shall or will be, |
| | | 2. Thou shalt or wilt be, | 2. You shall or will be, |
| | | 3. He shall or will be. | 3. They shall or will be. |

PRIOR FUTURE TENSE.

| | | <i>Singular.</i> | <i>Plural.</i> |
|---------------|---|----------------------------------|----------------------------------|
| <i>Person</i> | { | 1. I shall or will have been, | 1. We shall or will have been, |
| | | 2. Thou shalt or wilt have been, | 2. You shall or will have been, |
| | | 3. He shall or will have been, | 3. They shall or will have been. |

INFINITIVES.

Present.....Be, or to be.
Prior present.....To have been.

PARTICIPLES.

Present.....Being.
PastBeen.
Prior present.....Having been.

THE VERB "RULE."

Remark—In the first column the active verb rule is conjugated. In the second column will be found a conjugation of the passive verb rule :

PRESENT TENSE.

| | | |
|--------|---|---|
| | Singular. | Singular. |
| Person | { 1. I rule, 2. Thou rulest, 3. He rules. | { 1. I am ruled, 2. Thou art ruled, 3. He is ruled. |
| | Plural. | Plural. |
| Person | { 1. We rule, 2. You rule, 3. They rule. | { 1. We are ruled, 2. You are ruled, 3. They are ruled. |

PRIOR PRESENT TENSE.

| | | |
|--------|--|---|
| | Singular. | Singular. |
| Person | { 1. I have ruled, 2. Thou hast ruled, 3. He has ruled. | { 1. I have been ruled, 2. Thou hast been ruled, 3. He has been ruled. |
| | Plural. | Plural. |
| Person | { 1. We have ruled, 2. You have ruled, 3. They have ruled, | { 1. We have been ruled, 2. You have been ruled, 3. They have been ruled. |

PAST TENSE.

| | | |
|--------|--|--|
| | Singular. | Singular. |
| Person | { 1. I ruled, 2. Thou ruledest, 3. He ruled. | { 1. I was ruled, 2. Thou wast, or wert, ruled, 3. He was ruled. |
| | Plural. | Plural. |
| Person | { 1. We ruled, 2. You ruled, 3. They ruled. | { 1. We were ruled, 2. You were ruled, 3. They were ruled. |

PRIOR PAST TENSE.

| | | |
|--------|---|--|
| | Singular. | Singular. |
| Person | { 1. I had ruled, 2. Thou hadst ruled, 3. He had ruled. | { 1. I had been ruled, 2. Thou hadst been ruled, 3. He had been ruled. |
| | Plural. | Plural. |
| Person | { 1. We had ruled, 2. You had ruled, 3. They had ruled. | { 1. We had been ruled, 2. You had been ruled, 3. They had been ruled. |

FUTURE TENSE.

| | | |
|--------|--|--|
| | Singular. | Singular. |
| Person | { 1. I shall or will rule, 2. Thou shalt or wilt rule, 3. He shall or will rule. | { 1. I shall or will be ruled, 2. Thou shalt or wilt be ruled, 3. He shall or will be ruled. |

| | | |
|--------|-----------------------------|---------------------------------|
| | Plural. | Plural. |
| Person | 1. We shall or will rule, | 1. We shall or will be ruled, |
| | 2. You shall or will rule, | 2. You shall or will be ruled, |
| | 3. They shall or will rule. | 3. They shall or will be ruled. |

PRIOR FUTURE TENSE.

| | | |
|---------|-----------------------------------|--|
| | Singular. | Singular. |
| Person. | 1. I shall or will have ruled, | 1. I shall or will have been ruled, |
| | 2. Thou shalt or wilt have ruled, | 2. Thou shalt or wilt have been ruled, |
| | 3. He shall or will have ruled. | 3. He shall or will have been ruled. |

| | | |
|---------|-----------------------------------|--|
| | Plural. | Plural. |
| Person. | 1. We shall or will have ruled, | 1. We shall or will have been ruled, |
| | 2. You shall or will have ruled, | 2. You shall or will have been ruled, |
| | 3. They shall or will have ruled. | 3. They shall or will have been ruled. |

INFINITIVES.

PRESENT TENSE.

Rule, or, to rule.....To be ruled.

PAST TENSE.

To have ruled.....To have been ruled.

PARTICIPLES.

PRESENT TENSE.

Ruling.....Being ruled.

PAST TENSE.

Ruled.....Ruled.

PRIOR PRESENT TENSE.

Having ruled.....Having been ruled.

XXIX. PROMISCUOUS EXAMPLES.

Direction—Correct the erroneous sentences, and tell which are correct, in the following exercise :

1. Great labor and study are required to form a scholar. 2. He commanded the horse to be saddled. 3. In forming of sentences he was very exact. 4. The art of dressing of hides and working

leather was practised. 5. Transitive verbs do not admit of prepositions after them. 6. John was laughed at. 7. William was given a hundred dollars to test his economy. 8. Silas has been given a severe reprimand by his teacher. 9. A French officer on visiting the mother of Washington said: "No wonder America has had such a leader, since he had such a mother." 10. And when its yellow lustres smiled o'er mountains yet untrod. 11. His honor was soon lost sight of. 12. The cat has been played with. 13. A man bought a cow for fifteen dollars; after keeping it three months at an expense of five dollars a month, he sells her for forty dollars; what per cent. does he gain? 14. The custom has been formerly quite popular. 15. I will drown nobody shall help me. 16. Neither beauty nor talent is without its charm. 17. Civility is the result of good nature and good sense. 18. Where was you born? In New York. 19. The measles are contagious. 20. There are a great difference in the disposition of people. 21. There was many fires last year. 22. The congregation was of one mind. 23. The number present were not over fifty. 24. Ignorance and superstition is to be shunned. 25. You or I am wrong. 26. He is reported to be in good health before he entered college. 27. I expect to have learned grammar before this term of school closes. 28. There is nothing impossible to industry. 29. He is trying for to excel. 30. Try and correct this sentence. 31. It is the duty of every man to boldly oppose sin. 32. I have not dined nor do I intend to. 33. He need not to conceal himself. 34. We ought not complain of our lot. 35. He hain't the boy. 36. You had ought to study harder.

XXX. PARSING.

The following are the models for parsing verbs:

FIRST MODEL—John looks well. "Looks" is a verb; intransitive; present tense; third person; singular number.

SECOND MODEL—You have called him. "Have called" is a verb; transitive; prior present tense; second person; plural number.

THIRD MODEL—She can play. "Can play" is a verb; intransitive; present tense; third person; singular number.

FOURTH MODEL—I love to sing. "Sing" is a verb; infinitive; present tense.

FIFTH MODEL—Scaling yonder peak, I saw an eagle. "Scaling" is a verb; transitive; participle; present tense. "Saw" is a verb; transitive; past tense; first person; singular number.

EXERCISE.

Direction—Parse the verbs in the following sentences:

1. Those who win may laugh. 2. Gunpowder may have been known to the Chinese centuries ago. 3. Would to heaven that all men were honest! 4. If I were asked where nature assumes her strangest forms I should say in Australia. 5. Plough deep, while others sleep. 6. What right has he to insult her, if she was a beggar? 7. Men need not perish. 8. Hoping for the best, yet fearing the worst, he wrote the letter. 9. Thou hast broken my heart. 10. Arthur recites very well. 11. Bayonets are so called from having been invented by Bayonne, in France. 12. We can learn much by simply observing and remembering what we see. 13. The king was concealed in a tree. 14. Reproach did not spare Braddock even in his grave. 15. Whatever changes be rung upon bells they ought to be chimes. 16. The retreat of the Greeks was conducted skillfully. 17. She went splash, splash right through the mud.

XXXI. WRITTEN PARSING.

FIRST MODEL.

| SENTENCE. | CLASS. | SUB-DIVISION. | MODIFICATIONS |
|-----------|--------------|------------------------------|---|
| He | Pronoun. | Personal. | Mas. gen., third person, sing. number, nom. case. |
| was | } Verb. | Intransitive. | Past tense, sing. number, third person. |
| heard | | | |
| to | Preposition. | | |
| say | Verb. | { Transitive. Infinitive. | Present tense. |
| thou | Pronoun. | Personal. | |
| lovest | Verb. | Transitive. | Present tense, sing. number, second person. |
| me. | Pronoun. | Personal. | First person, sing. number, objective case. |

SECOND MODEL.

| | | | |
|-----------------------|--------------------|-------------------------------|--|
| Having studied, he | { Verb Pronoun. | { Intransitive. Participle | Prior present tense. |
| recited. | Verb. | Personal. | Third person, sing. number, mas. gender, nom. case. |
| | | Intransitive. | Past tense, third person, sing. number. |

EXERCISE.

Direction—Parse the words in the following sentences as directed by models given above :

1. We should forgive our enemies. 2. He could have saved himself if he had known his danger. 3. I am, dear sir, your affectionate friend. 4. Having been thrown into the sea Jonah was swallowed by a great fish. 5. Had King Richard have been a lion he could not have been braver. 6. God be gracious to thee, my son.

XXXII. THE ADJECTIVE.

Uses—Adjectives are used : (1) To modify nouns, pronouns, phrases, and sentences. (2) To modify the complex idea expressed by a noun, or a pronoun and another adjective. (3) Without reference to any particular subject.

Rule 93—(1) A should be used before words commencing with a consonant sound ; and an before words commencing with a vowel sound. (2) Use the when a reference is made to a particular object ; use a or an when referring to objects in a general way.

EXERCISE I.

Direction—Correct the errors in the following sentences :

MODEL—I never saw such an one. I never saw such a one.

1. Bring me a ax. 2. He told us a old tale. 3. Print me an hundred books. 4. Arthur wrote a historical account of America. 5. An eagle is the emblem of America. 6. She is entitled to the third of her husband's property. 7. Few flowers are as beautiful as a rose.

Rule 94—(1) A, an or the should not be used to limit nouns used in their widest sense, or those used as the names of qualities,

passions, etc. Neither should they be used to limit the names of sciences or words used merely as names or titles. (2) A, an or the when used with nouns specifically distinct must be repeated with each. (3) When several nouns are used in the same construction some requiring and others not requiring the use of a, an, or the we should place those not requiring their use first, and those requiring their use last.

EXERCISE II.

Direction—Correct the errors in the following sentences:

MODEL—Neither the war nor famine is pleasant. Neither war nor famine is pleasant.

1. The law is just but it is severe in the particular cases. 2. Use the term adjective when a reference is made to a, an or the. 3. Arthur was then saluted as a president. 4. The north and south lines run parallel. 5. The dog has a black and white spot on his head. 6. There is a black and a blue spot where I bruised my arm. 7. There is a red, a white, and a blue flag on the corner. 8. The law and politics engaged his time. 9. The classics and mathematics are excellent to discipline the mind. 10. It is the kindness, as much as wisdom of the teacher we admire.

Rule 95—In making comparisons, when we refer to one person or thing viewed in different characters or capacities, the an or a is used before the first only; if we refer to two or more persons and things we repeat the an or a before each.

EXERCISE III.

Direction—Correct the errors in the following sentences:

MODEL—The man makes a better laborer than boy. The man makes a better laborer than the boy. 1. The boy makes a better reader than girl. 2. The man makes a better teacher than a lecturer. 3. Many a boy that goes to college would make a better carpenter than a scholar. 4. We learn the German more easily than Latin.

Rule 96—An adjective must not take the adverbial form.

Remark—There is generally distinct forms for adjectives and adverbs; thus, agreeable, easier, uncommon, etc., are adjectives while agreeably, soon, now, uncommonly, etc., are adverbs.

EXERCISE IV.

Direction—Correct the errors in the following sentences:

MODEL—The house was painted greenly. The house was painted green.

1. I feel sadly. 2. William looks badly. 3. It appears strangely to me. 4. John looks meanly. 5. Those seats are painted brownly. 6. LuEska looks beautifully. 7. The wagon was painted redly. 8. My head pains me very much and feels largely. 9. I heard the now governor make a speech on intemperance. 10. I will not relate the incidents of my heretofore life.

Rule 97—(1) When several adjectives are joined to a noun, referring to it in the same way, they are generally arranged according to their length, the shortest being placed first, connected by a conjunction. (2) When one adjective belonging to a noun is modified by another adjective the adjective should be so arranged that each may modify the complex idea expressed by the noun and adjective. The adjective, in such cases, must not be joined by a conjunction. (3) The adjectives denoting material stand nearest the noun, then those denoting color, then age, then ordinary qualities.

EXERCISE V.

Direction—Correct the errors in the following sentences:

MODEL—An obliging, faithful, and smart servant, is a rarity. A smart, faithful, and obliging servant, is a rarity.

1. We all wish for a penetrating, liberal, and strong mind. 2. I found her to be an intelligent, beautiful, and young lady. 3. We saw a collection of singular copper old coins. 4. Here is a white fragrant rose. 5. We saw a lot of rusty, iron old bars. 6. It was a soft blue sky. 7. The cook said he had a fried dish of bacon. 8. We bought a salt barrel of pork. 9. The teacher has a silver, old large watch. 10. They have presented a new, black handsome cloth coat to the minister.

XXXIII. PROPERTIES OF THE ADJECTIVE.

Principle—Some adjectives have the properties of number and comparison.

NUMBER.

Definition—See page 49.

Remark—Comparison is also a modification of adverbs. It is fully explained on page 94.

The following adjectives are always singular: each, every, either, neither, that, this, one, a, an.

The following adjectives are always plural: both, divers, few, fewer, fewest, many, several, sundry, these, those, and all the numerals except one.

Rule 98—An adjective (when it possesses the property of number) must agree with the noun it modifies in number.

EXERCISE.

Direction—Correct the errors in the following sentences:

MODEL—We like those sort of people. We like this sort of people.

1. Put that ashes in the barrel. 2. None of those kind of persons will be admitted. 3. The water is ten foot deep. 4. William exchanged two pair of rabbits for ten dozen of eggs. 5. But it seems that this literati had been ill rewarded for their ingenious labors. 6. He thought these kind of excesses indicative of greatness. 7. Three foot and five inches is his height. 8. I kept a memoranda of our work.

XXXIV. THE ADVERB.

Uses—Adverbs are used: (1) To modify verbs, adjectives and adverbs. (2) To modify phrases. (3) Independently in a sentence. (4) To connect two separate sentences.

Rule 99—(1) In expressing negation but one negative word is required. (2) The adverb no should not take the place of not.

EXERCISE I.

Direction—Correct the errors in the following sentences:

MODEL—I do not do nothing. I do nothing.

1. He did not say nothing to me about the matter. 2. He don't care for nobody. 3. I do not think nothing about it. 4. I ain't read nothing in six weeks. 5. Let no one at no time speak

ill of your mother unrebuked. 6. I do not know whether he will come or no. 7. Did he speak to her or no? 8. I have not decided whether I shall remain or no.

Rule 100—(1) An adverb expressing negation should be applied to the proper word—next to the word it modifies. (2) Adverbs should stand next the words they modify. They generally precede adverbs and adjectives and stand immediately after the first word in the predicate.

Remark—There are numerous exceptions to the second part of the above rule; care should be taken that the adverb is made to modify the right word.

EXERCISE II.

Direction—Correct the errors in the following sentences:

MODEL—I do not think I can tell. I think I can not tell.

1. I do not think that I shall abandon teaching. 2. California not only produces gold but quicksilver also. 3. They twice give that give quickly give. 4. Trust the wicked not. 5. The English mostly belong to the church of England. 6. Think of Balboa now as the broad Pacific was before him. 7. If education only refined the manners we might do without it. 8. Some only work for pleasure.

Rule 101—An adjective should not be used in the place of an adverb.

EXERCISE III.

Direction—Correct the errors in the following sentences:

MODEL—A great many people will go. Very many people will go.

1. This is uncommon warm weather. 2. I have not seen such a good boy. 3. I do not hear good since my sickness. 4. His finger pains him bad.

Rule 102—(1) How or how that should not take the place of the conjunction that. (2) How should not be used for lest or that not.

EXERCISE IV.

Direction—Correct the errors in the following sentences:

MODEL—We thus see how we are made to answer for our sins. We thus see that we are made to answer for our sins.

1. He said how he would teach. 2. The people heard how that the army had surrendered. 3. Take care how you associate with the wicked. 4. The preceding sentence shows how that how may be used for lest. 5. I heard him say how he would go and I told him how that I was going.

Rule 103—The adverb when, while, or where is not fit to follow the verb in a definition or a sentence taken substantively.

EXERCISE V.

Direction—Correct the errors in the following sentences:

MODEL—Irony is when one means contrary to what he says. Irony is a figure in which one means contrary to what he says.

1. Emphasis is when a stress of voice is thrown on a word or words in a sentence. 2. Hyperbole is where a thing is magnified above truth. 3. A diphthong is where both the vowels are sounded together. 4. Eternity is when time is unmeasured.

XXXV. PROPERTIES OF ADJECTIVES AND ADVERBS.

Principle—To most adjectives and adverbs belong the property of comparison.

COMPARISON.

Definition—Comparison is the property of adjectives and adverbs which expresses different degrees of quality or quantity.

Principle—Adjectives and adverbs have three degrees of comparison: the positive, the comparative, and the superlative.

Definition—The positive degree is that which is expressed by the adjective or adverb in its simplest form.

Definition—The comparative degree is that which expresses an increase or a decrease of quality or quantity when contrasted with something else.

Definition—The superlative degree is that which expresses the greatest increase or decrease of quality or quantity of all included with it.

EXERCISE I.

Direction—Tell the degree of comparison of the following adjectives and adverbs :

1. I have a long stick. 2. I have a longer stick. 3. John came to school late. 4. Mary came later. 5. He is the most beautiful person I ever saw. 6. This is the least important principle of grammar. 7. That horse runs faster than this one. 8. She comes oftener than she used to come.

EXERCISE II.

Direction—Fill the following blanks with adjectives and adverbs, and tell the degree of comparison of each :

1. John was than James. 2. Rutherford is than the boy. 3. Man, of all creatures, was shown mercy from God. 4. Mr. Hays was the man at the meeting. 5. Clara writes than her brother. 6. The sun shines 7. He is than his brother.

The comparative degree is regularly formed from the positive by adding *er*.

The superlative degree is regularly formed from the positive by adding *est*.

EXERCISE III.

Direction—Form the comparative and the superlative degrees from the following adjectives and adverbs in the positive: 1. Rich. 2. Happy. 3. Wise. 4. Holy. 5. Wet. 6. Pleasant. 7. Few. 8. Late. 9. Soon. 10. Often. 11. Fast. 12. Early. 13. Easy.

The following adjectives are very irregularly compared :

POSITIVE —Good, bad, evil, ill, little, much, many.

COMPARATIVE—Better, worse, less, more, more.

SUPERLATIVE —Best, worst, least, most, most.

The following adverbs are very irregularly compared :

POSITIVE —Well, badly, ill, little, much, far, forth, rath.

COMPARATIVE—Better, worse, less, more, farther, further, rather

SUPERLATIVE —Best, worst, least, most, farthest, furthest, rathest

Eleven of the following adjectives have more than one superlative, five want the positive, and fifteen want the comparative :

| <i>Positive.</i> | <i>Comparative.</i> | <i>Superlative.</i> |
|------------------|---------------------|--|
| Far, | farther, | farthest, farmost, furthestmost. |
| near, | nearer, | nearest, next. |
| fore, | former, | foremost, first. |
| hind, | hinder, | hindmost, hindermost. |
| in, | inner, | inmost, innermost. |
| out, | outer, or utter, | outmost, outermost, utmost, uttermost. |
| up, | upper, | upmost, uppermost. |
| low, | lower, | lowest, lowermost. |
| late, | later, or latter, | latest, last. |
| ..... | after, | aftmost, aftermost. |
| ..... | further, | furthest, furthestmost. |
| ..... | hither, | hithermost. |
| ..... | nether, | nethermost. |
| ..... | under, | undermost. |
| front, | ..... | frontmost. |
| rear, | ..... | rearmost. |
| head, | ..... | headmost. |
| end, | ..... | endmost. |
| top, | ..... | topmost. |
| bottom, | ..... | bottommost. |
| mid, or middle, | ..... | midst. |
| north, | ..... | northmost. |
| south, | ..... | southmost. |
| east, | ..... | eastmost. |
| west, | ..... | westmost. |
| northern, | ..... | northernmost. |
| southern, | ..... | southernmost. |
| eastern, | ..... | easternmost. |
| western, | ..... | westernmost. |

Rule 104—Adjectives and adverbs of more than two syllables cannot be compared.

EXERCISE IV.

Direction—Correct the errors in the following comparisons :

MODEL—Beautifuller. More beautiful.

1. Plainlier.
2. Glorousest.
3. Mercifuller.
4. Agreeablest.
5. Harmoniouser.
6. Amusingest.

Rule 105—Use the comparative degree in comparing two objects; and the superlative in comparing more than two at once.

EXERCISE V.

Direction—Correct the errors in the following sentences :

MODEL—The largest boy of the two has gone to Boston. The larger boy of the two has gone to Boston.

1. The elder of those three men is the larger. 2. Is the present or the past condition of your school best? 3. Which lies the more northerly, Europe, North America, or Asia? 4. In Iowa we have four seasons, the winter, the spring, the summer, and the autumn; the former is the longer. 5. There are boys and girls attending this school; the former are the smartest in arithmetic, the latter are the best in grammar.

Rule 106—(1) Use other with the latter of the terms compared if it includes the former; but if it does not include the former do not use other.

(2) After the superlative, neither other nor any must be used with the latter of the terms compared.

EXERCISE VI.

Direction—Correct the errors in the following sentences :

MODEL—The smallpox was more fatal than any disease in the city. The smallpox was more fatal than any other disease in the city.

1. Peter was bolder than any of the Apostles. 2. Eve is fairer than any other of her daughters. 3. Chess fascinates its votaries more perhaps than any game. 4. Railroads open up a country more rapidly than any improvements. 5. London is larger than any city in England. 6. Amazon is the largest of all other rivers in the world. 7. Adam was the most noble looking of all other men. 8. Eve was the fairest of all other women.

Rule 107—Double comparatives and superlatives should not be used: The comparative or superlative must not be preceded by more, most, less, least, or any other adverb expressing a difference of degrees in the quality or quantity denoted.

EXERCISE VII.

Direction—Correct the errors in the following sentences :

MODEL—This is the calmest and most stillest night I ever saw. This is the calmest and stillest night I ever saw.

1. Jane is worser this morning. 2. That is the most highest tree I ever saw. 3. It is fartherest to go by Belleville. 3. Nellie is the most loveliest girl. 5. How much more are we better off than ever before ! 6. The Pacific is the least roughest of all the oceans. 7. He is less meaner than before.

Rule 108—Adjectives indicating qualities not susceptible of increase or decrease should not be compared ; neither should more, most, so, less, least, etc., precede them.

EXERCISE VIII.

Direction—Correct the errors in the following sentences :

MODEL—I will try to live a more perfect life. I will try to live a more nearly perfect life.

1. Few institutions offer so complete a course of study and so perfect an education as the Oxford University. 2. Nothing is more preferable than a good education. 3. John's hoop is more circular than mine. 4. Arthur's ball is rounder than mine. 5. I have the most entire confidence in you. 6. The people desire a freer constitution.

Rule 109—An adjective in the comparative or superlative degree should precede another adjective modified by more or most when both adjectives relate to the same noun.

EXERCISE IX.

Direction—Correct the errors in the following sentences :

MODEL—This is a more interesting and larger volume. This is a larger and more interesting volume.

1. There are few more fertile and fairer lands than Arkansas. 2. The revolutionary war was the most critical and longest war that the United States ever participated in. 3. He is the most depraved and weakest man I ever saw. 4. Guiteau was one of the most depraved and meanest men in America.

XXXVI. PROMISCUOUS EXAMPLES.

Direction—Correct the erroneous sentences, and tell which are correct, in the following exercise:

1. I am entitled to the fourth of all the profits. 2. I do not remember to have seen such an one. 3. Use the term classics when reference is made to the ancient languages. 4. The classics and mathematics are taught in the university. 5. Arthur killed a squirrel and hawk. 6. The aurora borealis imparts a reddish hue to the sky. 7. His heart is as hard as the nether mill stone. 8. I shall relate my conversations of which I kept a memoranda. 9. I have a copy of both the first and the second editions of the book. 10. John is the nominative case, agreeable to Rule 1. 11. He writes remarkably elegant. 12. The father was figured out as an old venerable man. 13. The four last parts of speech are sometimes called particles. 14. A man may possess all the talents of an angel and yet be a fool. 15. In these kind of expressions some words seem to be understood. 16. So that every possible means are used. 17. I do not care nothing about the matter. 18. I do not think I should do so. 19. We should worship the Supreme Being; he is worthy of our highest praises. 20. Some only work for fame. 21. I heard the now governor speak. 22. There were a good many boys at the concert. 23. Have you heard how that he escaped? 24. Ellipsis is when a word necessary to the construction of a sentence is omitted, but without which the sense is complete. 25. I never saw a beautifuler day in my life. 26. A dispute once arose between the wind and the sun as to which of the two was the strongest. 27. Running is more healthful than any exercise. 28. He is the best teacher of all other teachers. 29. He is more worthier of the compliment than his brother. 30. Of all other boys he is the best. 31. Offer unto God thanksgiving and pay thy vows the most highest. 32. He is the most honest man that I have ever seen. 33. That is the most perfect book he ever wrote. 34. A good man enjoys comfort in the darkest hours of adversity. 35. He is the most useful and best educated man in the community.

36. The cold bleak winds may on you blow,
And darkness gather round;
Yet this blest thing full well I know,
Will ever bright be found.

XXXVII. PARSING.

The following are the models for parsing adjectives and adverbs:

FIRST MODEL—I know what he wants. “What” is an adjective. (It modifies “thing.” When the ellipsis is supplied the sentence will read, “I know what thing it is which he wants.”) In the positive degree of comparison.

SECOND MODEL—She is the most beautiful lady in the city. “The” is an adjective; “most” is an adverb, in the superlative degree of comparison; “beautiful” is an adjective.

THIRD MODEL—By and by we shall go. “By and by” is an adverb.

FOURTH MODEL—I will go to town after he goes. “After” is an adverb; it connects “I will go to town” with “he goes.”

FIFTH MODEL—Every boy was there. “Every” is an adjective; singular number.

EXERCISE.

Direction—Parse the adjectives and adverbs in the following sentences:

1. The passionate are like men standing on their heads; they see all things the wrong way.
2. Shining characters are not always the most agreeable.
3. Do justly, love mercy, and walk humbly before thy Creator.
4. In short, I am a downright curious fellow.
5. On, Stanley, on.
6. By and by we shall travel more rapidly.
7. Large armies generally move slowly.
8. If you are attentive you will learn grammar very fast.
9. He who tries hard seldom fails to succeed.
10. I know what [thing it is which] will be done.
11. What lesson shall we learn?

XXXVIII. WRITTEN PARSING.

MODEL.

| <i>Sentence.</i> | <i>Class.</i> | <i>Sub Division.</i> | <i>Modifications.</i> |
|------------------|---------------|----------------------|---|
| She | pronoun, | personal, | fem.gen.,3d per.,sing. num., nom. case. |
| walks | verb, | intransitive, | present tense, 3d per., sing. num. |
| very | adverb, | | |
| gracefully | adverb, | | |
| and | conjunction, | | |
| looks | verb, | intransitive, | pres. tense, 3d per., sing. num. |
| beautiful. | adjective. | | |

EXERCISE.

Direction—Parse the words in the following sentences as directed by the model given above:

1. The general is braver than the soldier. 2. The bravest of the horsemen would not go. 3. Wicked men always injure themselves. 4. This boy can easily swim across the deepest river. 5. That was the most terrible crime ever committed.

XXXIX. PREPOSITIONS.

Uses—A preposition is used to connect the object of the phrase which it introduces to the word which the phrase modifies.

Rule 110—(1) After certain verbs “by” is used before a word denoting an agent or an animate object; “with” before a word denoting an instrument or an inanimate object. (2) “Between” and “betwixt” must be used of two objects only; “among” and “amongst” of three or more.

EXERCISE I.

Direction—Correct the errors in the following sentences:

1. My departure was attended by many misfortunes. 2. We were overcome by sorrow. 3. John divides his money among his two brothers. 4. Distribute these books between the teachers and pupils. 5. A quarrel arose among the father and his son. 6. The minister settled the fuss between his three members.

Rule 111—Care should be used in the choice of prepositions. We give below a list of the proper prepositions to be used with certain words:

| | |
|---------------------------|---------------------|
| Accommodate to (adapt) | Angry with a person |
| Accommodate with (supply) | Angry at a thing |
| Accuse of | Arrive at, in |
| Acquainted with | Averse to, from |
| Acquit of | Ask of a person |
| Adapt to | Ask for a thing |
| Adhere to | Bestow on |
| Abhorrence of | Boast of |
| Agreeable to | Concur in, with |

| | |
|---|---------------------------------|
| Charge a thing on a person ; a person with a thing. | |
| Compare with (in quality) | |
| Compare to (by illustration) | Confide in |
| Conform to, with | Copy after a person from nature |
| Compliance with | |
| Correspond with, to | Incorporate into, with |
| Deprive of | Independently of |
| Die by violence | Initiation into |
| Die of a disease | Insist upon |
| Differ from | Liberal of what is given |
| Different from | Meddle with |
| Disappointed in a thing obtained | |
| Made of a thing | Disappointed of a thing not ob- |
| Made by a person | tained |
| Dislike to | Made in a place |
| Diminish from | Need of |
| Dissent from | Partake of |
| Entrance into | Prefer to |
| Foreign to, from | Rid of |
| Founded upon, on a basis | Smile at (to express favor) on |
| Founded in truth or error | Sympathize with |
| Frightened at | True to |
| Value upon, of | Worthy of |
| Weary of | |

EXERCISE II.

Direction—Correct the errors in the following sentences :

MODEL—I have repented of the crime for which I was accused.

I have repented of the crime of which I was accused.

1. I want to make you acquainted to Mr. Jones.
2. John was acquitted from murder.
3. Agreeably from what you say Doke is a bad boy.
4. George was angry with his horse.
5. May was angry at Emma.
6. Arthur compared to Elbert is a civil boy.
7. I have copied my composition after Burns' poems.
8. Profit from the lesson thus taught.
9. I am compelled to differ with you.
10. The good man always sympathizes for the unfortunate.

XL. THE CONJUNCTION.

Uses—Conjunctions are used to connect the elements of sentences.

Rule 112—(1) If should not take the place of whether or lest or but the place of that after verbs expressing doubt, fear or denial. (2) But should not take the place of than after else, other or otherwise.

EXERCISE I.

Direction—Correct the errors in the following sentences :

1. It is uncertain if she survives this winter. 2. You certainly do not doubt but he will pay for the horse. 3. I am fearful lest father rode in the rain to-day. 4. There is no doubt but the United States is a wonderful country.

Rule 113—Two words or sentences joined by a conjunction having a common connection with a third word or sentence, this last word or sentence should be so adapted as to have a construction with both the preceeding words or sentences.

EXERCISE II.

Direction—Correct the errors in the following sentences :

MODEL—Gold is not so useful, but more valuable, than iron. Gold is more valuable than iron, but not so useful.

1. Henry is older, but not so large, as Thomas. 2. Sin is generally accompanied and followed by reproaches of conscience. 3. Mary is older, but not so good a scholar, as Jane. 4. The popular man must get acquainted and conform to the wishes of the people. 5. You should speak and be generous toward the man. 6. The moon is nearer, though not so bright, as the sun.

Rule 114—Certain conjunctions are used as correlatives. Care should be taken that the proper correlative is used. The correlatives are :

| | |
|---------------|---------------------|
| As, so, | whether, or, |
| So, as, | so, that, |
| Both, and, | such, that, |
| Either, or, | if, then, |
| Not, nor, | not only, but also, |
| neither, nor, | though, yet, |
| Because, | therefore |

EXERCISE III.

Direction—Correct the errors in the following sentences :

MODEL—Either you mistake, else I was misinformed. Either you mistake or else I was misinformed.

1. Neither wealth or fame render a man happy. 2. Prepositions should not be inserted or omitted contrary to general usage. 3. Both evil or good were gathered in one group. 4. Though man live a hundred years then his life is as vanity. 5. I care not whether you go nor stay.

XLI. THE EXCLAMATION.

Uses—Exclamations are used independently.

Rule 115—O should be used in addressing, saluting and invoking. Oh should be used in expressing sorrow, wonder, surprise, or some other strong emotion.

Direction—Correct the errors in the following sentences :

MODEL—O to be a king! Oh to be a king!

1. Oh John, look here. 2. Oh Lord have mercy on this sinful world. 3. O! is that so? 4. O! I shudder at the thought of dying. 5. O! is there no remedy for sin?

XLII. PROMISCUOUS EXAMPLES.

Definition—Correct the erroneous sentences and tell which are correct in the following exercise :

1. The queen was attended with a large retinue. 2. My effort to write a book was attended by much difficulty. 3. William is not as diligent as Florence. 4. There was a fight between fifty men. 5. I beg leave to differ with you in opinion. 6. Do you know if the train will arrive this evening from the east? 7. Arthur is younger but not so troublesome as Warren. 8. Neither wealth or fame will make one happy. 9. O! why are you so silent? 10. Oh, Jane, lay away your book. 11. The heathen believe in a plurality of Gods.

XLIII. PARSING.

Remark—Models for parsing prepositions, conjunctions, and exclamations have already been given.

EXERCISE.

Direction—Parse all the words in the following sentences :

1. Good bye, my dear father.
2. Wisdom is better than riches.
3. O, man of God, there is death in the pot!
4. Hail, Prince of Peace!
5. Ah! miserable; for all seems but gloom.
6. He came with her, but he went away without her.
7. Both Adams and Jefferson died on the fourth of July.
8. Those radishes are flourishing because the ground is rich.
9. Jocund day stands tip-toe on the misty mountain top.
10. This pen writes very well.

The following general rules should be observed in writing and speaking :

Rule 116—No word should be left doubtful as to what part of speech it belongs.

Rule 117—Use words that will convey the idea that you intend to convey.

Rule 118—All unnecessary words should be avoided.

Rule 119—Perversions should be avoided.

Rule 120—Avoid all vulgar language.

EXERCISE.

Direction—Correct the errors in the following sentences :

1. The medicine has affected a cure.
2. Two monosyllables may follow each other in the same sentence.
3. Have you got a book?
4. You have been wandering about long enough; you ought to settle down somewhere.
5. Common laborers are now being paid two dollars a day.
6. He is getting mad.
7. I disremember what you said.
8. Her faithfulness and fidelity deserved much praise.
9. He was necessitated to stay at home.
10. The casualties of that bottle are not known.
11. James outran Elbert by a tight match.
12. Don will whip Marion, and I bet he does it up brown.
13. I think there is a right smart difficulty with this sentence.
14. Heel it to the school house, boys.

XLIV. IDIOMS.

Definition—An idiom is a peculiar form of speech which violates the rules of grammar.

Remark—Idioms are allowed because they give strength and beauty to the language.

The following are some of the most common English idioms:

(1) The use of you for thou; as, You are the boy. The rules of grammar require us to say: Thou art the boy.

(2) The use of we for I; as, We deem it unnecessary to address him. I deem it unnecessary to address him.

(3) The use of an active verb for a passive; as, The house is building. The house is being built.

(4) The use of a possessive before a participle; as, I am surprised at his being absent. I am surprised that he is absent.

(5) The use of peculiar mode of expression; as, How do you do? To express the same idea a German would say, according to an idiom in his language: How goes it with you? A Frenchman, How carry you yourself?

Remark—It is exceedingly vulgar to use a foreign idiom in speaking English.

(6) The change of the termination of the possessive when the noun that it modifies is omitted by ellipsis; as, That book is mine. This hat is yours.

We say mine and yours in these sentences for the sake of euphony. Mine, my, as nearly as an, a. We say, an apple, a boy.

SECTION IV.

PROSODY.

XLV. COMPOSITIONS.

Principle—Compositions are of two kinds ; prose and poetry

PROSE.

Definition—Prose is words, phrases, and sentences arranged with a primary reference to sense.

POETRY.

Definition—Poetry is language so arranged in lines that syllables of a certain length may occur at certain intervals.

Principle—Poetry is of two kinds ; rhyme and blank verse.

Definition—Rhyme consists of measured lines of which two or more end with the same sound.

Definition—Blank verse consists of measured lines which do not end with the same sound.

Definition—A foot in poetry is a collection of two or three syllables.

Remark—A syllable may be long or short. In words of more than one syllable the accented syllables are long ; the unaccented syllables are short. In monosyllables nouns, pronouns (when emphasized), verbs, adjectives, adverbs, and exclamations are generally long. Prepositions and conjunctions are generally short. A, an, and the, and pronouns when not emphasized, are short.

Principle—Feet of two syllables are the—

TROCHEE—First, long ; second, short ; marked — ∪

IAMBUS—First, short ; second, long ; marked ∪ —

PYRRHIC—Both short ; marked ∪ ∪

SPONDEE—Both long ; marked — —

Feet of three syllables are the—

DACTYL—One long, two short ; marked — — —

ANAPÆST—Two short, one long ; marked — — —

AMPHIBRACH — First, short ; second, long ; third, short ; marked — — —

TRIBACH—Three short ; marked — — —

Definition—Scanning is the dividing of a verse into the feet which compose it.

EXERCISE.

Direction—Scan the following lines of poetry :

IAMBIC VERSE.

1. They go
2. To me the rose
3. No royal pompodorus
4. And colder still the winds did blow
5. The green reed trembles, and the bulrush nods
6. He sits and mourns in silent grief the lingering day
7. The solemn grove, the silent shade proclaim thy power divine
8. In the spring the wanton lapwing gets himself another nest.

Remark—(1). In the long metre a stanza has four Iambic feet. (2). In the short metre stanza the first, second and fourth lines contain three Iambic feet, the third four.

TROCHAIC VERSE.

1. Changing
2. Fancy viewing
3. Go where glory waits thee
4. 'Twas the hour when rites unholy
6. All that walk on foot or ride in chariots
7. On a mountain stretched beneath a hoary willow.

ANAPÆSTIC VERSE.

1. But in vain
2. Where the sun loves to pause
3. From the centre all round to the sea
4. Oh young Lochinvar is come out of the West.

DACTYLIC VERSE.

1. Cheerfully
2. Father all glorious
3. Wearing away in his youthfulness
4. Shame and dishonor sit by his grave ever.

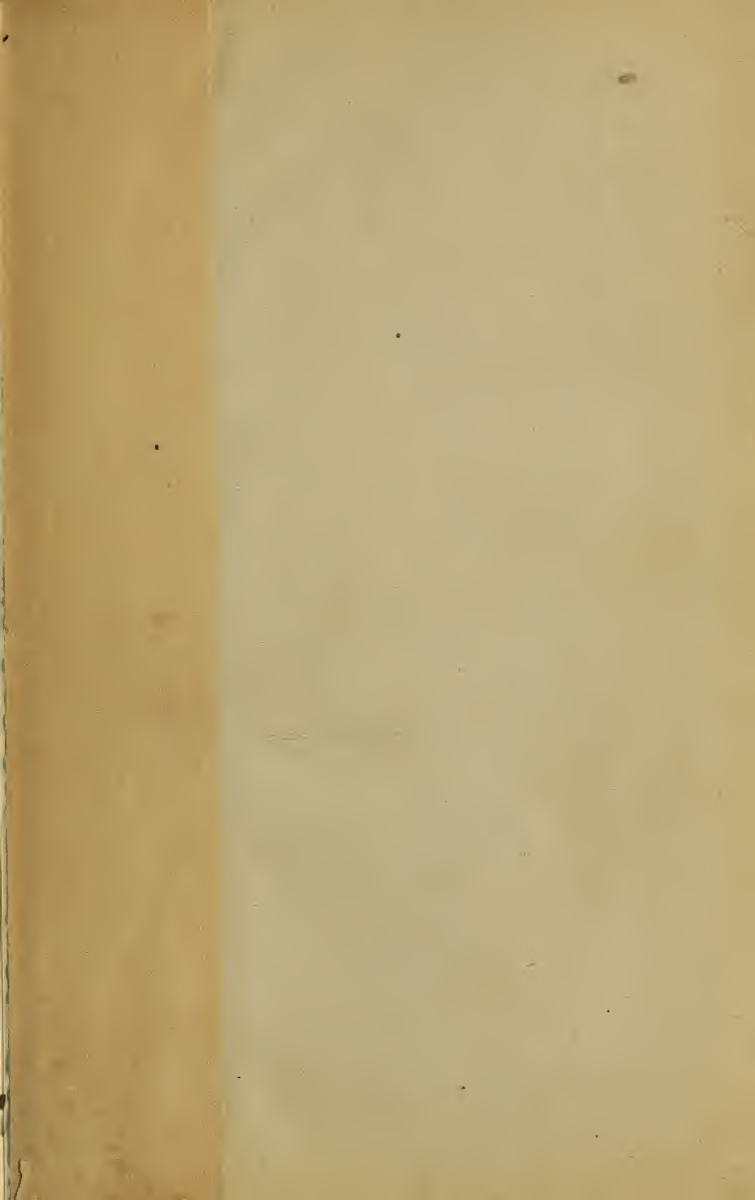
POETIC LICENSE.

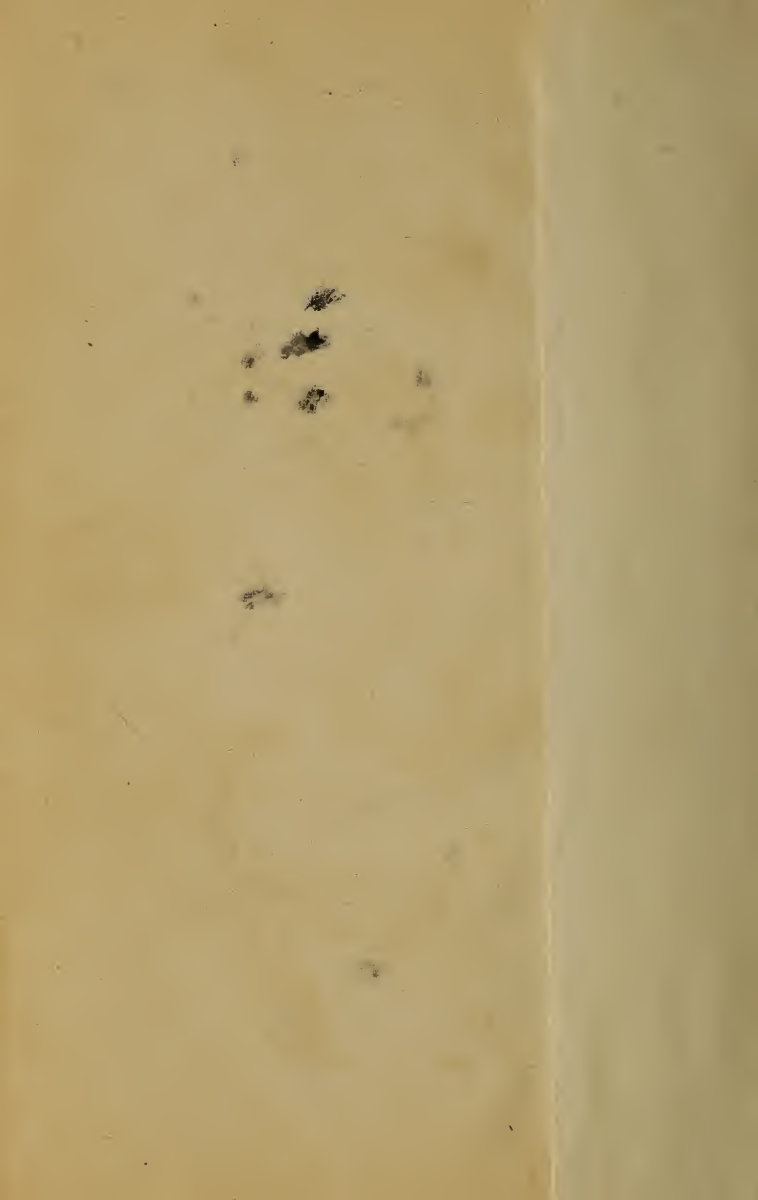
Definition—Poetic license is the indulgence in incorrect language granted to poets by common consent.

Poets are allowed to violate any of the rules of grammar when the requirements of accent, quantity, rhyme, or harmony necessitates their violation.

THE END.







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